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ABSTRACT

Occurring in six elementary schools in Pueblo, the Teacher Corps Program at Southern Colorado State College features the following components: a) a cross-cultural component for all participants; b) a community-based component designed to assist the community to participate in educational decision making; c) a 2-year undergraduate, field- and competency-based intern training program; d) a career-ladder component which is closely coordinated with school development plans for each of the six schools and which features programs from high school to doctorate level involving six colleges; e) a communications component to build open communications among all participants; f) and a "portal school plan" for coordination of all activities. (This program description contains information on the program's development, objectives, personnel, budget, evaluation procedures, and descriptions of each component. There are 10 appendixes with various supportive essays and materials.)
(Author/JA)

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ABSTRACT

Name of Program Submitted: Southern Colorado State College Teacher Corps

Institution: Southern Colorado State College, Pueblo, Colorado

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Creative solutions to several teacher education problems are being worked out by the Teacher Corps program at Southern Colorado State College in Pueblo, Colorado. Working in six elementary schools in Pueblo, the project features a cross-cultural component for all participants; a community-based component designed to assist the community to participate in educational decision making; a two-year, undergraduate, field and competency-based intern training program; a career-ladder component which is closely coordinated with school development plans in each of the six schools, and which features programs from the high school to the doctorate level involving six colleges; a communications component to build open communications among all participants; and a "Portal School Plan" for coordination of all activities. The S.C.S.C. Teacher Corps project has been designated an "exemplary program" and given extra funds for program development in community-based education and in communications.

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American Association of Colleges for

Teacher Education

Distinguished Achievement Award Application

SOUTHERN COLORADO STATE COLLEGE

SOUTHERN COLORADO STATE COLLEGE

Application for Distinguished Achievement Award

of the

American Association of Colleges for Teacher Education

Summary

Creative solutions to several teacher education problems developed by a strong program development team representing community, schools, and six colleges, characterize the Teacher Corps Project at Southern Colorado State College in Pueblo.

Working in six elementary schools in low-income neighborhoods of Pueblo, the project features:

- a cross-cultural component for all participants designed to build an understanding and appreciation of the dignity and worth of individual cultures.
- a community-based component which moves the community through stages from "assistance" to "advisory" to "participation in decision making" in the education of children, and for teachers of the children.
- a two year intern training program at the undergraduate level which is community-based, field-based, and competency-based.
- a career-ladder component closely coordinated with school development plans in each of the six schools, which provides programs from the G.E.D. or high school diploma through the M.A., Ed.S., or three types of doctorates, and which is designed to build expertise in areas of need identified by the schools. Six colleges are involved.
- a sophisticated communications component designed to build an open communications system among all participants.
- a "Portal School Plan" for the coordination of all activities with participation by community, school, and college personnel.

The S.C.S.C. Teacher Corps project is the largest in the nation. It has been designated as an "exemplary program" and given extra funds for program development and dissemination in the areas of community-based education and communications. The Distinguished Achievement Award is sought in recognition of the unique combination of programs.

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Southern Colorado State College is a comparatively new institution. It was created in 1962 from a junior college, and has been rapidly growing in the years since. At present, the enrollment is over 7,000 students, and in 1971-72 the college prepared 300 teachers.

Shortages of time, money, personnel and facilities combined with the rapidly expanding demand have made it difficult for the teacher education faculty to develop the kind of programs they felt would best serve their students. In addition, during the period that Southern Colorado State College has been growing and developing its teacher education program, trends in teacher education were placing great challenges upon teacher educators. The increasing emphasis upon performances-based curriculums, the growing use of field experiences and the growing role of field educators and the recognition of the importance of individualization in training future teachers all presented great difficulties to persons developing programs in teacher education. These trends represent elements which are costly to operate, and which are particularly costly to plan, and it has been in the planning of new programs that the faculty at Southern Colorado State College has felt itself particularly in need of assistance.

There are other forces and conditions affecting the development of teacher education at the college. On the is, of course, universal throughout the country is the fact of state-level teacher certification requirements. In Colorado there is an approved-program approach to teacher certification and there is considerable flexibility in the State Department of Education regarding acceptance and encouragement of experimental approaches to preparing teachers. Nonetheless, any new program must go through a

number of steps in order to win state approval.

There are also a number of layers of approval of both programs and budgets of a state college in the administrative structure of the state. All proposals of Southern Colorado State College must be approved not only on campus but through the Board of Trustees of State Colleges in Colorado, through the Colorado Commission of Higher Education, as well as through both the executive and legislative branches of the state government.

The ethnic and economic conditions in southern Colorado are worthy of comment. The southern part of the state is less fully developed economically than the northern portion. In addition, there is a high percentage of persons of Spanish-speaking ancestry in this part of Colorado. Almost 50% of the population of the region are in this category. Added to this large ethnic group are a number of smaller groups that have settled in Pueblo over the years. These groups have resulted from recurrent efforts made to recruit workers for the steel mill from among members of the various waves of immigration to the United States. Southern Colorado represents a rather unusual ethnic mix and one which presents a great challenge to an educational institution to serve adequately and appropriately.

Pueblo itself is a city of 100,000, with a school population of 28,000 children. There is also a school system in Pueblo County outside of the city with a student population of 4,000. The public schools of the city and county have been the primary locus of field experiences, including student teaching, for students at Southern Colorado State College preparing to be teachers. In general, public school people have been interested in aiding young teachers

and have been generous in providing field experiences for them. However, there have been in-service education needs in the schools as well as pre-service education needs for students. The combination of economic limitations and the absence of a graduate level teacher education institution closer than a hundred miles away has resulted in many persons in the public schools being deprived of advanced training.

I. Development of Teacher Education Programs

It is in this setting that the teacher education faculty at Southern Colorado State College has made a number of moves in the recent years. Among the advances achieved are the following:

1. Increase in the number of hours of field experiences provided and required to student teaching. The amount has increased from virtually zero to a minimum of 150 clock hours per student at the present time, and it is continuing to increase regularly.
2. Revision of all undergraduate teacher education programs.
3. Modularization of most courses required for undergraduates preparing to be teachers and development of performance criteria for the modules.
4. Development of an extensive counselling system for all persons in teacher education and removal of letter grades from student teaching.
5. Planning of an alternate teacher education program in which students would be provided with an internship experience in the schools of a more extensive nature than the present field experiences. There has been extensive participation of public-school persons in this activity.
6. Development of a new competence-based, modualrized, individualized MAT program, and the inauguration of this program in the Fall of 1972.

Again, there has been great involvement of field educators.

The funding of a fifth-cycle Teacher Corps project and later of a seventh-cycle project enabled persons at the college to plan and develop materials and experiences more fully than might otherwise have been possible. The two projects have represented efforts (i) to achieve important goals of the teacher education faculty of Southern Colorado State College, (ii) to provide services to children, to public-school educators, and to the community, and (iii) to aid in the continued improvement of the College's teacher education effort.

The fifth-cycle proposal was developed during the Fall of 1969, and the program was implemented in July, 1970. Involved in planning and operation were persons from Southern Colorado State College, and the school districts of Pueblo, Rocky Ford, and Ignacio. It was based on the following principles (among others):

(i) The project (like all teacher education programs) should be planned and executed with a broad base of participation.

(ii) A major emphasis should be upon developing cross-cultural awareness in trainees, public-school personnel, college staff, students, and community persons.

(iii) A second major emphasis should be upon community-based programs in the schools involved, with opportunities for children's learnings to reflect community needs, with use of community members in school activities, and with school outreach activities in the community.

(iv) The training of interns should take place in the field to the greatest extent possible, with at least 60% of their time spent in school and community activities, and with as many college-sponsored

learning experiences as possible taking place in the school setting.

(v) The project should aid in improvement and change in the teacher education program at the college.

Three different school districts were included because of the desire to involve both rural and urban experiences, and to include Chicano, Indian, and Anglo cultures in the cross-cultural thrust.

The fifth-cycle Teacher Corps project lasted two years and prepared 27 teachers for admission to the teaching profession. The interns selected for the program were drawn from persons with an interest in working with disadvantaged children, or with children from a special cultural background, or both. A high percentage of the interns represented persons with these same background. The project was accounted a success by those who participated in it, and some of the evaluative material regarding it are presented in Appendix A.

The current Teacher Corps project drew heavily upon the experiences of the earlier one. Fundamentally, the major emphases on the former project exist in the present one. A major difference between the two is that the program now limits its efforts to schools in only one location--Pueblo. This is to maximize the interaction between the school, college, and community, and to make it as easy as possible for interns to blend their on-campus and off-campus experiences.

There are other differences which might be accounted improvements, rather than changes. The base of participation is increased. The development of the seventh-cycle proposal included many dozens of persons from college, community, schools, and central school-district administration. The time spent preparing

the plan was greater. The learning experiences are hopefully more functional. It is hoped that the current Teacher Corps project represents not only a significant attempt to prepare teachers better and at the same time, through this training to make a major contribution to the well-being of children in schools, to the in-service education of teachers, and to the betterment of neighborhoods and communities.

II. Objectives

The objectives of the current program are outgrowths of the continuing teacher education objectives of the college and of the specific objectives of the fifth-cycle project. An effort will now be made to give the major goals of the program as they are viewed by the participants.

These goals are identified as of three types--ultimate goals, intermediate objectives, and immediate plans. Unfortunately, the term, objective, is often used to refer to all three of these interchangeably. Unfortunately, also, many lists of objectives combine and confuse them.In the following sections, each type of objective is separately presented.

Ultimate goals represent those changes in people--trainees, college faculty, children, public-school personnel, community members--that are permanent in nature and central to their functioning. These are often revealed only in the long run, and their achievement in a brief project is often impossible to determine.

The seventh-cycle Teacher Corps project seeks the following objectives of this kind.

1. Teachers (i) who are committed to the education of disadvantaged children, (ii) who are sensitive to cultural and ethnic needs of

children and their parents and communities, (iii) who are skilled in human communications, (iv) who are able to identify their own areas of strength and weakness and work on the latter, and (v) who have the attitudes and habits that make them effective members of the profession.

2. College faculty with the qualities already mentioned, plus an increased awareness of the needs of teachers in training, teachers in service, and the children and communities these serve.
3. Young people with (i) an understanding of the needs of their own and other cultures, and (ii) increased skills in dealing with other people, and (iii) willingness and ability to work on improving the conditions of life for themselves and others.
4. Community members with (i) an awareness of what the school is attempting to do, and (ii) knowledge of their own role in the school's program and willingness to participate.

Ultimate goals, such as those just listed, imply a much larger number of immediate objectives. The following list provides some immediate learnings which it is hoped various persons in the Teacher Corps project will achieve as a direct result of the project.

1. For interns:
   - Adequate knowledge in the subject areas they will be teaching;
   - Functional skills of teaching various subjects;
   - Ability to diagnose student needs and counsel students accordingly;
   - Ability to evaluate students' performance;
   - Ability to evaluate their own performance;
   - Ability to work effectively with community members;
   - Knowledge of community needs;

- Ability to diagnose and work on community problems;
- Ability to communicate effectively with persons from various cultural backgrounds.

2. For public-school personnel:
   - Ability to diagnose their strengths and weaknesses among the foregoing;
   - Increased competence in the areas of weakness;
   - Ability to work effectively in teams;
   - Ability to work effectively with teachers in training.
3. For college faculty:
   - Ability to cooperate with public-school personnel to provide teacher education experiences;
   - Knowledge of public-school and community needs;
   - Ability to deal effectively with the educational problems of the disadvantaged as well as their cultural difference;
   - Ability to coordinate campus and field experiences.
4. For children:
   - Knowledge of their own heritage;
   - Recognition of the contributions of other persons and other heritages;
   - Successful work on community projects;
   - Acquisition of subject-matter learnings in effective ways;
   - Recognition of a relationship between school work and their regular lives.
5. For parents and community members:
   - Knowledge of school programs and activities;
   - Identification of contributions they and their heritage can contribute to children's education;

- Ability to work efficiently with children and with teachers;
- Specific learnings they desire and recognize the need for;
- Ability to identify and communicate community needs.

The preceding is of necessity an inadequate listing of learning targets desired for the Teacher Corps program. It is obvious that not all elements on the list will be achieved, certainly not with all persons, nor will those that are achieved be achieved equally with each other, or equally among the various persons involved. The list represents more nearly targets that one can continue to aim at throughout the project rather than a set of goals to be systematically checked off as they are reached. Still, it is hoped that realistic progress toward all these goals can be achieved and that this achievement will be as nearly universal as possible among the persons involved.

The means of accomplishing both the intermediate and the ultimate targets are represented by the specific conditions, programs, and learning experiences which are established. Often the establishment of these means of bringing about learning, are themselves called objectives. In the seventh-cycle Teacher Corps project some of the more important of these targets (many of which are already in existence) include:

1. The placement of teacher trainess in groups in various schools, and the assignment of each to a teacher or teaching team.
2. The organization of teacher centers in schools where public school people, college personnel, and teachers in training, can jointly meet and plan.
3. The organization of two schools into portal schools to provide leadership to the project and to the other schools which are identified as satellite schools.

4. A pre-service orientation and training program involving school district administrative, and instructional personnel, community people and college staff.
5. The provision of community-based education in the schools involved in the project.
6. The involvement of parents and community persons in planning and execution of the program, including the selection of trainees for participation in it.
7. A career-ladder program which opens a number of entry levels from a high school diploma and A.A. degree to the Doctor's degree for persons who work in or with the schools; a program which is closely coordinated with the needs of each school for advanced expertise.
8. The organization of cooperative training experiences between Southern Colorado State College and other institutions of higher education.
9. The development of a communications project designed to increase the meaningfulness and adequacy of person-to-person contacts.
10. A continuing in-service education program providing consultant services to identify and diagnose learning problems and to aid in remediation.
11. The development of differientiated staffing patterns in project schools to the greatest extent possible.

The foregoing represent the most important and widely perceived means by which the objectives of the program will be sought. A much more extensive statement of objectives was prepared in conjunction with the original project proposal. This statement appears in Appendix B.

III. Description of the Program

The fifth-cycle Teacher Corps project at Southern Colorado State College was considered by the U.S. Office of Education to have been highly successful. Because of this, and because of the excellence of the seventh-cycle proposal, the college was granted the largest seventh-cycle Teacher Corps project in the nation. In addition, the project was granted the status of an "Exemplary Program" with additional funding for developmental work in community-based education and in communications. This additional funding is called the "Site Development Project."

The seventh-cycle Teacher Corps project includes 48 interns being trained in six schools in Pueblo School District 60. Those six schools are Fountain, Irving Place, Eastwood, Minnequa, Spann, and Washington. The first two are considered portal schools and the remaining four are called satellite schools.

The 48 interns in the program are divided into six teams--each team assigned to a school. The schools are both conventional and open-space type, and differentiated staffing is used in the two portal schools. Each intern is assigned to a teacher or to a team in a school and is expected to put in a minimum of 25 hours a week working with children, teachers, school projects, and with parents and community members or on community projects. At the same time, the interns are receiving both formal and informal educational experiences designed to provide them with the requirements for teacher certification in Colorado. Details of the program and its staffing will be given in later sections.

Some of the major components of the project with represent significant efforts to achieve its ends will be separately discussed in succeeding sections, in particular, the following elements will be considered:

1. The development of cross-cultural awareness;
2. The role of community-based education;
3. The emphasis upon portal schools;
4. The intern training program and its relationship to teacher education at the college;
5. The career-ladder approach to educational training and school development;
6. A project in communications.

IV. Cross-Cultural Component

Three years ago at the beginning of cycle V, Southern Colorado State College Teacher Corps initiated a cross-cultural component within the project. This pilot program was the first of its kind in the nation. Since then the program has developed to the point of becoming a viable vehicle in the areas of community involvement and culturally-based curriculums.

Cross-cultural education, when applied to the situation in Pueblo, seeks to use the historical and cultural patterns of the Mexican-American in a new and unique way. It applies the field-based and community-based concepts to the interns' orientation and learning experiences. Out of this has emerged a new approach which is called culturally-based education.

The interns work and study in a Chicano cultural setting. This provides the point of departure for cognitive and affective learning. The culturally-based learning experience cuts across disciplines, specialties, and levels. What makes this possible is the flexibility of a modularized teacher education curriculum which has facilitated a variety of ways to integrate cross-cultural learning experiences into the students' course structures. The cross-cultural modules have been implemented in the following ways:

1. Clusters of modules in the history, language, cultural, bilingual, and bi-cultural areas of Mexican-Americans are offered with academic credit by the SCSC Chicano Studies and Spanish programs.

2. Clusters of modules are used which are designed to involve the students in the neighborhood-barrio realities as cultural enclaves with a unique life style of their own. The credit comes from the Chicano Studies program or other applicable disciplines such as Psychology.

3. Modules have been developed in the cross-cultural area to be included in clusters of courses in various departments, such as Psychology, History, Sociology, Education, Spanish, etc.

4. Wherever possible, modularized courses field-based by various disciplines aremodified and made more culturally-based and relevant to the interns' field situation and the community in which they are working.

V. Community-Based Education

During the past two and one-half years the fifth and seventh-cycle Teacher Corps personnel have taken community involvement seriously as a challenge in teacher education.

In the beginning of the original project community involvement was identified as community members being present on advisory boards, P.T.A., Teacher Corps councils, intern selection panels, etc.

The next phase evolved out of what was called the Volunteer Component. At this point one community representative (see job description in Appendix C)was hired for each of the four schools. This person's responsibility was to make the needs of the school's community known to the school as well as assist community members solve school-home problems. The number of community representatives was later increased to a total of 18 in the four schools to better serve the communities in the current project.

Community representatives working with interns and teachers developed and implemented Mexican art classes, Spanish classes, Southern Ute classes, special interest classes for parents, food banks, clothes banks, recreation programs, and tutoring programs.

As the seventh-cycle project developed the community representative's role was accepted as a viable staff position and the six elementary schools now have at least three community representatives each working in their community.

The Site Development Component initiated in September 1972, is designed to move community members through three levels of community involvement in schools: (1) community presence, (2) instructional level participation, and (3) decision making participation. Presently community members sit on instructional improvement councils, teach special classes, and are involved in recreational programs. The skills parents learn through these experiences can be utilized when dealing with other agencies in the community (police, welfare, City Hall, etc).

Many of the modules in the field-based courses are completed by the intern in his school community. Community members and/or community representatives serve as assessors in these modules (See Appendix E Chicano Barrio Tracks I, II, and III).

VI. The Portal Schools

The portal school concept is comparatively new in education. There is no clear-cut agreement about it's meaning. Portal schools in the Southern Colorado State College Teacher Corps include the following elements:

(i) Control of at least part of the school's program by a portal school council involving representatives of the school, central administration, college, and community;

(ii) A participatory approach to program development and an insistence that program development take place;

(iii) The use of a community-based curriculum and interaction between the school and its community.

One of the major problems associated with the portal school is the question of what authority and responsibility can be vested in the portal school council, and how and by whom these powers should be delegated. In each portal school a council consisting of representatives of the college, community, and school has been named. The relationship of this council to the principal and to the central school-district administration is still being worked out. To some extent, the development of this relationship is somewhat different in the two portal schools in the project. At present, both councils meet frequently and deal with matters concerning policy and programming at the school. The major

thrust has been upon achieving consensus among all parties concerned. Without question, there has been some delegation of power and responsibility to the council on the part of school authorities. However, this has not been formalized, and it is the present view that the search for consensus and for good communication and participation is more important than formal policies. In Appendix D, there are several pages on the question of sharing responsibility for school decisions. In Appendix F, there are minutes of the meetings of the Fountain Portal School Council, providing some information on its mak-up and functioning.

Unique to the project is the relationship between portal schools and satellite schools. The principal differences between the two are that the portal schools have an additional teacher coordinator assigned to them and have larger intern teams than the others. However, it is hoped that each school will create functional, meaningful programs in terms of its own personnel and conditions. It is also hoped that persons from the portal schools can be of help to those in satellite schools, although in many instances there will be assistance in the other direction as well.

Some of the ways in which the relationship between a portal school and its satellite schools functions are revealed in the following list developed by Fountain, Spann, and Eastwood schools:

(i) Released time is available for satellite school teachers to observe the portal school program;

(ii) Resource materials developed at the portal school will be made available to the others;

(iii) Some teacher exchange is planned;

(iv) Demonstration and display programs are scheduled;

(v) Information on the portal school program and other matters is disseminated to satellite schools;

(vi) Staff members in all three schools with special areas of expertise are identified and made available to all schools when needed.

(vii) The three principals meet frequently.

All schools--portal and satellite alike--have accepted certain responsibilities. Among them are the following:

(i) Individualization of instruction should be a hallmark of the program;

(ii) A strong community-based component should be a part of each curriculum;

(iii) There should be acceptance of the internship principle in the functioning of each school.

An important characteristic of the portal schools is their emphasis upon outreach. Most aggressively than most schools, these two are seeking to make contact with parents and other adults in their service areas, are seeking to involve these persons in the planning and operation of the school, and are trying to provide informational and educational experiences for community members. Some of the activities include the following:

(i) Use of parents as aides in classrooms;

(ii) Use of community members as resource persons in classrooms;

(iii) Involvement of parents in curriculum building and policy-making activities through their representatives on the portal school council;

(iv) Use of parents and other community members to identify community needs that children should study about and serve:

(v) Provision of adult education experiences.

VII. Intern Training Program

Design for the instructional program is based on two fundamental assumptions:

(i) Students can learn to become effective teachers in a real classroom setting with assistance from an experienced co-operating teacher;

(ii) More meaningful education for children must take into account the cultural differences of the families of the school children.

Working from these basic assumptions the intern training program began during the fifth-cycle to field-base instruction for the interns. This provided an opportunity for learning to take place where what is to be learned is taking place. The interns' learning experiences were thus placed within their appropriate cultural settings.

It was, of course, known that traditional college classes for preparing teachers did not readily fit in the "live" classrooms. Interns needed classes tailored to assist them in performance skills rather than cognitive skills. Part of the problem in developing a functional program which could be justified professionally consisted in deciding what aspects of the already existent teacher education program could be utilized. To harmonize the experiences of the Teacher Corps interns with those of regular students, it was decided to build a flexible program on the existing traditional base.

Each professor of a regular course was asked to identify the competencies to be gained as a result of his course and develop a learning module for each competency. A master list of teaching competencies was compiled from the experiences of college professors, classroom teachers, the Teacher Corps Cross-cultural coordinator, community members, and U.S.O.E. Elementary Teacher Education Models. The Teaching Competencies List (see Appendix G) is now a part of the course in which the interns receive student teaching credit. The learning modules are completed by interns in sequences appropriate to their own needs and the needs of the school situation where they are placed. As students demonstrate these competencies they are recorded on a master list. When clusters of competencies associated with a given course are demonstrated, credit for the course is submitted to the Registrar's office for recording on the student's transcript.

The teacher education program emerged with the following characteristics:

(i) Organization of the porgram for the junior and senior years of college around teacher competencies rather than formal course and credit requirements;

(ii) Participation by interns and by district, community and college personnel in planning, implementing, and assessing the teacher education program;

(iii) Recognition of the role of personality development and value structure in the teacher;

(iv) Interdisciplinary participation in field-based teacher education.

The vehicle for instructional delivery is the learning module. The module format which is utilized allows for more individualized, more meaningful learning on the part of the intern and for flexibility and

variety on the part of the module developer. (See module format: Appendix H) The actual instruction in the intern program is provided in a variety of ways, among them the following:

(i) modules in which instructional activities (readings, listening to tapes, watching films, conducting projects with children, etc.) are specified and made available on call or on request with appropriate assessment;

(ii) modules in which the cooperating teacher or team leader and the intern plan instructional activities together and assess the results;

(iii) modules in which the community coordinator or a community representative and the intern plan instructional activities and assess the results;

(iv) large or small group learning activities conducted by a professor, school coordinator, team leader, (sometimes by an intern) etc., which are designed to fit college requirements;

(v) in-service or career ladder learning experiences designed for other personnel (aides, teachers, parents, etc.) in which the intern can participate and obtain appropriate college credit;

(vi) traditional college courses on campus;

(vii) programmed college courses available on-site or in the college Dial Access Center;

(viii) community or school projects designed by the intern and proposed to the college in fulfillment of certain required objectives, or proposed for independent study or project credit.

VIII. Career Ladder Component

Definition of "Career Ladder Component"

The Career Ladder Component of the S.C.S.C. Teacher Corps Project is a series of arrangements between Teacher Corps and cooperating schools, colleges and universities. It is designed to assist in building expertise in skills and subject areas determined to be needed by the portal and satellite schools. At the same time it provides

opportunities for participating parents, aides, community representatives, teachers, and administrators to advance their professional careers by working on higher degrees.

The career ladder opportunities which Teacher Corps supports are limited specifically to the needs of the schools. Each of the six participating schools is developing a "school development plan." Some are more advanced than others, but all are designed to give direction to efforts for improvement of the instructional program for children and for interns. The opportunities made available in the career ladder are closely coordinated with the needs identified by the school development plans.

Elements of the Career Ladder

1) Adult Basic Education and Evening High School. Interns and T.S.A.'s in two schools have explored relationships designed to provide two options for parents and community reps who don't have a high school diploma. One option makes available classes (taught by interns supervised by T.S.A.'s) which assist in preparation for taking the GED test. One such class is in operation at this writing, but the staff and interns involved are giving serious thought to organizing a car pool so these people can attend the regular adult basic education program conducted by S.C.S.C. The resources and expertise available in the regular program are superior to what we can provide in small, scattered efforts.

The other option is classes set up in one of the Portal Schools (Fountain) leading to the high school diploma offered by School

District 60. These classes have not yet been set up due to small numbers of interested adults, but arrangements have been completed for their operation as soon as wider interest is generated. The regular evening high school classes are located across town, but are attended by some of the parents. These classes are taught by certified high school teachers.

2) One-Year Certified Teacher Aide Program. Beginning winter quarter, 1973, field-based, competency-based class work will be set up on-site in our Teacher Corps schools leading to a one-year certificate for teacher's aides offered by El Paso Community College in Colorado Springs. This community college had the program and agreed to work with the Teacher Corps staff to put the course work in modular, field based form and offer it with a team teaching design using El Paso instructors and the Teacher Corps staff.

3) Two-Year Associate of Arts Program for Educational Assistants. Assistance has been provided by the Teacher Corps staff to S.C.S.C. professors for the development of an A.A. degree program for educational assistants (one step above teacher aides). This porgram is currently in the process of approval by the college and the Board of Trustees, and is expected to be offered beginning fall quarter, 1973. Teacher Corps will pay the tuition and work with the professors toward field and competency-based modular course designs for teacher aides in Teacher Corps schools who wish to undertake this degree program. Work done toward the certificate from El Paso will be credited toward the two-year program.

4) M.A. Program for Teachers. A series of curriculum development workshops involving the faculty and interns at each Teacher Corps school have been held for the past two years with graduate credit offered at Adams State College in Alamosa, Colorado (since S.C.S.C. did not have a graduate program in elementary education). Beginning in the summer of 1972 these workshops were offered for residence credit at Adams State. In the fall of 1972, each participant was offered a degree program leading to an M.A. in Elementary Education to be completed in June, 1974. Sixty-seven teachers in the six Teacher Corps schools have enrolled. The program is not open to anyone else because of its specialized nature. All costs are paid by Teacher Corps but the expense has turned out to be very reasonable because of inter-institutional arrangements made in lieu of tuition.

This degree program has four elements provided by Teacher Corps which give up to 36 quarter hours of the 45 needed for the degree:

a) a program in "General Competencies" of a master teacher which began in November, 1972 and will provide 9 hours of credit at Adams State over three quarters: winter, 1973; winter, 1974, and spring, 1974. This part of the program will have total-group class sessions and field based, competency-based modules supervised jointly by Adams State professors and Teacher Corps staff.

b) A program of "Subject Area Specialties" in which each teacher chooses one subject area (such as reading, math, oral language, etc.) and takes field-based course work preparing her to take leadership in her school in improving the curriculum and instruction in this area. Each school's development plan is worked out to avoid unneeded duplication in subject areas and provide curriculum balance to the extent possible in subject matter areas. This specialty area will provide 9 hours of credit at Adams State over three quarters: spring, 1973; fall, 1973; and winter, 1973. Subject areas with only a few participants may require some campus course work in Alamosa in the summer of 1973.

c) A program of "Process Area Specialties" in which each teacher chooses one process area (communication in the school, guidance and counseling, curriculum development, accountability, etc.) and takes field-based, modular work preparing her to take leadership in her school in this area. Again, each school's development plan provides coordination so that each teacher will have an area in which to make a unique contribution toward the improvement of the school program. This specialty area will provide 9 hours of credit at S.C.S.C. (in modular work accredited by the North Central Association as part of the M.A.T. program in Industrial Education) over three quarters: winter, 1973; spring, 1973; and fall, 1973. This 9 hours will be accepted by Adams State toward the degree.

d) Up to 9 hours of work done by the teacher in the school development summer workshops in the summer of 1972 will be credited toward the degree porgram as direct residence credit.

The teacher may then have from 9 to 18 hours (depending upon whether or not she participated in the 1972 summer workshops) remaining toward the degree. Adams State will accept up to 12 hours of a combination of extension credit (including the Teacher Corps workshop prior to the summer of 1972) and transfer credit from another institution. The result is that most of the teachers will not have to go to Alamosa (120 miles away) at all. For some, the degree porgram (expect application fee and graduation fee) will be entirely supported by Teacher Corps.

This is an inter-institutional program designed to make use of the strengths of each of the two colleges, and still coordinate closely with the needs of the schools in which the teachers work. It leads to a situation in which each teacher has two exclusive areas in which to provide leadership for her school. It is designed specifically to promote diversity of expertise and a situation in the elementary school faculty in which there is a genuine need for communication and interchange of leadership. The areas of expertise to be developed are determined as much as possible upon the needs of the particular school for serving its boys and girls.

In addition to the M.A. program at Adams State College, an agreement has been reached with New Mexico Highlands University for a similar cooperative project. Under the terms of this agreement teachers and staff members of the Teacher Corps project can become candidates for an M.A. Degree in Administration.

A fundamental aspect of the program is the integration of candidates' regular professional activities into the degree program. They will be asked to modularize a number of the required courses under the guidance of the unviersity faculty and will be given opportunity to demonstrate competencies in conjunction with their normal job responsibilities. They will also provide technical assistance to the university in modularizing undergraduate courses in a manner similar to that already achieved at Southern Colorado State College. Only a minimum number of hours will be taken on campus and the total amount can be completed in a single summer.

5) M.A.T. Program for Teachers. Assistance has been provided to S.C.S.C. professors for the preparation of the proposal for the M.A.T. program in Elementary Education at S.C.S.C. The program as proposed contains 9 hours of a "Teacher Competency Block" which consists of a diagnostic procedure followed by modular work in areas which the teacher and her advisor feel that work is needed. This proposal is in the process of approval at the college. It is expected that approval from the North Central Association will take until the fall of 1973, so that the first classes could be offered in winter quarter, 1973.

The S.C.S.C. M.A.T. degree program is a current option only for teachers wishing to work in Industrial Education. When the Elementary Education program is approved, however, this will become a part of the Teacher Corps Career Ladder Component. In the meantime, the nine hours

of process specialty work toward the Adams State M.A. program is being taken at S.C.S.C. in a "special student" category.

6) Ed.S., Ed.D., and Ph.D. Program. Arrangements have been made with the University of Colorado at Boulder for course work leading to a Colorado Administrator's Certificate, or Ed.S., Ed.D., or Ph.D. degrees in three fields: curriculum, supervision, or school administration. The courses will be taught at six hours per semester in spring, 1973; fall, 1973; and spring, 1974. The courses to be taught in Pueblo are those which are required or core course work in each of the three areas. Additional work will have to be taken by each candidate at his own expense at C.U. in Boulder or at the C.U. Extension Center in Colorado Springs during summers in order to complete the degree.

These arrangements depend upon having sufficient numbers in each course to make the program economical. There are only about eight people in the Teacher Corps schools who can benefit from this program (a master's degree is required). Consequently the program is being opened to non-Teacher Corps personnel in Pueblo School Districts 60 or 70 (county) who will pay their own tuition. Teacher Corps is negotiating a contract with the University to cover a proportionate share of the expenses. The courses will be somewhat field based and team taught with Dr. Roy McCanne of the Teacher Corps staff who has an Ed.D. in curriculum. However, the extent to which these courses can be field based is somewhat more limited than the M.A. program because of requirements for the administrator's certificate and because of the expense and time involved in planning and coordination, compared with the number of people involved.

7) The Innovative Doctorate. Negotiations are underway with a program called "Innovation" at the School of Educational Change and Development, University of Northern Colorado. There are no residence requirements and no required courses for this program which can lead to a degree at any level from the B.A. to the doctorate. Each candidate must propose an innovative plan which must be approved by a committee at the University. Teacher Corps will support interested candidates in such a way as tuition for course work taken in Pueblo in the Adams State, S.C.S.C., or C.U. programs, assistance in preparing an innovative plan, coordination, etc. This program does not depend upon numbers but each candidate will bear his own expense toward the degree for course work which may have to be taken at the University of Northern Colorado in Greeley.

IX. Communications Component

Midway through the fifth-cycle program the Teacher Corps staff felt the need for adding a communications component to strengthen its program. The need was based on a growing awareness of one of the most elusive and unattended problems of the child who comes from a background of poverty or ethnic discrimination - his low self-esteem and an apparent lack of motivation for self-discovery in terms of his present worth and future potential as a human being.

A year was spent studying and assessing the needs and problems centering around this phenomenon. The outcome was a communications process model, simple enough in its skeletal structure, broad enough in its scope, and with enough depth to offer some hope for improving the face-to-face human communication process at the point of greatest impact to the child - his relationships with his teachers.

The initial focal points for implementation of the model were, first, the professional and support staff at Fountain Elementary School, identified as a target Portal School for the seventh cycle program, and, second, the new interns in the seventh cycle program. The rationale for these thrusts is simply stated: it is easy for a teacher or a prospective teacher to care deeply for the disadvantaged child, to love him and to provide him as good an education as the teacher thinks he can handle; however, it is not likely that a person of low self-esteem, who also has an apparent lack of motivation for self-discovery, can effectively lead a child into a world of excitement, challenge, experimentation and creativity. The teacher must be experiencing this himself and identifying the process of that experience in order to provide that experience for the child.

The model is potentially operant among all groups in the project: the child in the school, the teachers of the child, the interns, the intern-trainers, and the parents in the community.

It builds vertically on a series of sequenced learning and exploration activities that theoretically would lead to much more expanded and open communications networks and sets of communicative relationships, thus freeing the individuals within the networks to discover their potential in an accepting and supportive environment. In outline form the model consists of the following stages of development:

Stage I: The present communications system

a. assessing present levels of self-concept, negative and positive areas

b. determining characteristics of communication patterns now operating

Stage II: Task and Process

a. exploring the parameters and limits of task and process

b. discovering the interaction potential of task and process

Stage III: Feedback and Support Systems

a. identifying feedback mechanisms that facilitate self-correction, as well as those that hinder it

Stage IV: Belief Systems

Generating data about individual belief systems with respect to

a. assessing attitudes and values about authority and their implications for children and adults

b. expanding capacity to cope with ambiguity in a productive and creative manner, both on an individual and instructional basis

During the 1971-72 school year, a variety of data collection instruments were filled out by the Fountain Elementary School staff. These instruments were designed to assess the present communication system that was operating in the school building. Samples of two of these instruments are included in Appendix I.

The system was evaluated in terms of both the formal and informal systems. As the data was collected it was collated and fed back to the entire staff. Simulaneously, the teaching teams in the building gave one to one-and-a-half hours per week of their planning time to process sessions. The focus of these sessions was on identifying and attempting to work through interpersonal conflicts and other barriers to team building.

The focus for the current school year is on developing process-oriented activities to be implemented in the classroom. The goal is to build a more open and supportive socio-emotional learning environment throughout the school.

A similar process was initiated among the interns during the pre-service phase of the seventh-cycle program. Data collection and process sessions were conducted throughout pre-service. This activity is being followed by the initiation of a communications course to be held throughout the school year for direct implementation and field-testing of the communications model. This course is offered on a purely voluntary basis to the interns. Almost all of them have chosen to take it. The course is being initiated with an intensive three day communications process workshop which will complete Stage I of the model outline and begin Stages II and III.

Another avenue of implementation of the model will be through the teaching of communications process courses in the career ladder M.A. program. The courses will be taught by the Communications Specialist on the Teacher Corps staff. As the courses are modularized and the modules are field tested, the modules will be made available to others in the profession.

On completion of the model, the outcomes anticipated would include more open communications between people; people who could function more abstractly, that is, people who operate less on assumptions and stereotypes because they not only wait for more information but actively seek it out before forming tentative judgements; people who have a respect for their own cultural heritages and a deep sensitivity toward the

cultural heritages of others; and people who are searching for effective means of applying the principles of social inclusion rather than exclusion.

X. Personnel

The staff of the Teacher Corps project can be classified under the following categories:

(i) Central Staff. Persons in this category include those housed on campus who have full-time responsibility to the project. In addition to secretarial assistants there are the following positions:

Director
Assistant Director
Program Development Specialist
School Development Specialist
Community Development Specialist
Cross-Cultural Specialist
Communications Specialist
Information Officer
Module Developer

At present the director is on educational leave and available for part-time consultation only. The bulk of his administrative responsibilities are being carried by two of the specialists.

For the most part the specialists serve in a consultant capacity with persons in the public schools and communities. Only a portion of the actual work of teaching interns is assigned to members of the central staff. In some cases members of the central staff teach regular college classes for regular program students in exchange for instructional services provided to interns by other members of the college faculty. A small portion of the work of some members of the central staff is assigned to work in the college MAT program with Teacher Corps personnel taking advantage of the opportunity to do graduate study at Southern Colorado State College.

It must be emphasized that the Teacher Corps staff operates as a true team. After much sensitivity training and experience with each other, each staff

member does his own job and trusts the others to do theirs. The staff has reached the point where decisions can be made quickly (on the spot) by each staff member without fear of contradiction by others. In significant measure this is responsible for the production and implementation of a large number of innovative ideas in the program. Weekly staff meetings and monthly two-day retreats keep the information and empathy levels high enough to make the team process work. They also help overcome (or at least share) the pressures and anxiety felt by many staff members in attempting to bring about innovations and change which threaten existing institutions, procedures, and people.

(ii) Regular College Faculty. A distinction is made between the central staff of the Teacher Corps project, who are paid with federal funds, and the regular college faculty, who are paid with state funds. Presumably the budgetary allocation to Southern Colorado State College on the part of the federal government pays for all the costs of instruction of persons supported by the Teacher Corps project. In actuality, since the needs of students cover a much wider range than the central staff could teach, it is necessary to provide instruction from throughout the college faculty. This is done by enrolling interns in regular classes or by contracting for special sections to be taught to Teacher Corps interns. Reimbursement is made either by paying the instructor directly, by reimbursing the college, or by effecting an exchange of instructional services. The Teacher Corps interns are regularly enrolled college students, as are also some of the educators working with Teacher Corps interns who are candidates for an MAT degree at the college. It is viewed as highly desirable that all such persons have wide contacts with the faculty.

(iii) Public-School Personnel on Special Assignment to Teacher Corps. In each Teacher Corps school there is a teacher on special assignment (TSA) and in each portal school there is a teacher coordinator (TC). In addition, there is a district coordinator in the central administration office of the Pueblo public schools. These persons have varied responsibilities (see Appendix D). They are of course responsible for the kind of program development, learning activities, and liaison with college and community that are essential for the functioning of the program as it has already been described. As a major portion of their responsibilities they are charged with aiding the integration of the interns into school programs and working with those public-school teachers who have responsibility for interns.

(iv) Other Public-School and Community Personnel. Many teachers in the public schools have contact with Teacher Corps interns in ways not unlike the contacts they would have with student teachers or with aides. The principals in all schools have administrative responsibility over the interns in the same way that they have responsibility for their faculties. All these people are involved in planning, supervising, and evaluating interns' learning experiences, and in planning and evaluating project activities generally as they affect their school.

In addition, each school has community representatives who are specifically selected to help plan, conduct and evaluate school activities concerned with interns' community work. Members of the community--sometimes the same persons, sometimes not--are represented on the Portal School Council. They are also represented on the selection committees of all schools. The selec-

tion committees are charged with intern selection and de-selection, and with other matters concerning personnel chosen to work with the project.

In brief, the personnel situation in the Teacher Corps project is most complicated. Undoubtedly, the costs for personnel are high. It is hoped, however, that when the costs assignable to research, evaluation, in-service education, community development, material development, dissemination of information, and administrative responsibilities associated with all these, the residual cost is not unreasonable in terms of the teacher education program, and in particular in relation to the residual benefits of the program.

Teacher Corps Personnel

Juan Trujillo, Director (on leave)

B.A. Sociology - Colorado College
M.A. Economics University of Colorado
Ph.D. Educational Change - University of New Mexico
(in progress)

Bob Garcia, Assistant Director

B.A. English - Adams State
M.A. Cultural Relations - Adams State
(in progress)

Roy McCanne, Program Development Specialist

B.A. Economics - Oberlin College
M.A. Audio-visual Education - University of Denver
Ed. D. Curriculum - University of Denver

David Conde, School Development Specialist

B.A. Spanish - University of Northern Colorado
M.A. Spanish - University of Kansas
Ph.D. Latin American Literature - University of Kansas

Dennis Farhar, Community Development Specialist

B.A. Psychology - University of Colorado
M.A. Student Personnel & Guidance - University of Colorado

Antonio Esquibel, Cross-Cultural Program Development Specialist

B.A. Spanish - Adams State
M.A. Administration - Bi-Lingual - New Mexico Highlands Univ
(in progress) Education

Chester Flickinger, Communications Specialist

B.A. English - Bethel College, Kansas
M.A. Education University of Northern Colorado
Ph.D. Communications Methodology - University of Denver
(in progress)

Gilbert Martinez, Information Dissemination Officer

B.A. Sociology - Southern Colorado State College
M.A. Administration - New Mexico Highlands University
(in progress)

Carla Barela, Module Development Specialist

B.A. Music Education - College of St. Joseph, Ohio
M.A. Music Education - University of Colorado

Don Nelson, L.E.A. Coordinator

B.A. Education - Western State College
M.A. Physical Science - Webster College
Ed.D. Administration - Colorado University (in progress)

Ralph Salaz, L.E.A. Community Coordinator

B.A. Science - Southern Colorado State College
M.A. Education - Adams State College
(in progress)

Bob Cason, Teacher Coordinator

B.A. Education - Western State College
M.A. Education - Western State College
Ed.S. Education - Colorado University
(in progress)

Pauline Garcia, Teacher Coordinator

B.A. Elementary Education - University of Northern Colorado
M.A. Administration - Western State College

Delfino Apodeca, Teacher on Special Assignment

B.A. Education - Southern Colorado State College
M.A. Elementary Education - Adams State
(in progress)

Mary Brooks, Teacher on Special Assignment

B.A. Elementary Education - State University of New York
M.A. Education - Western State College
Ed.D. Education = Colorado University
(in progress)

Edith Jones, Teacher on Special Assignment

B.A. Elementary Education - University of Northern Colorado
M.A. Reading - Adams State College
(in progress)

Edith Tonelli, Teacher on Special Assignment

B.A. Education - Colorado University
M.A. Elementary Education - Adams State
(in progress)

Kathy Weiderstein, Teacher on Special Assignment

B.A. Education - University of Norhtern Colorado
M.A. Elementary Education - Adams State College
(in progress)

Elenora Young, Teacher on Special Assignment

B.A. Education - Friends University, Wichita
M.A. Education - Notre Dame

XI. BUDGET

The following is an overview of the budget for the first year of the seventh cycle. It is divided into two parts: pre-service and in-service.

Preservice Budget from 6/19/72 to 9/1/72

Administrative	$ 3,330.
Instructional	14,382.
Instructional supplies	742.

L.E.A. Salaries: $28,393.95

Teacher consultation	15,900.
5th Cycle extern instructional assistant	3,000.
Resource consultation	2,775.
TOTAL Consultation	$50,068.00

Inservice Budget from 9/3/72 to 5/8/73

Administrative	9,120.
Instructional staff	64,415.
Career Ladder	29,482.
Instructional supplies	3,336.
TOTAL	$106,353.00

XII. Evaluation Procedures

The project is evaluated by two processes: (1) a management system which generates data on progress toward objectives and on affective feedback from participants quarterly, and (2) an evaluation by the director (and outside consultants when desirable) using data from the management system to compare on-going goals and progress toward the project goals.

The components and sub-components of the project and the person(s) responsible for providing information about each are identified. This list of components is used as an outline for a monthly newsletter (published by the Teacher Corps staff) as well as an outline for the management system. Each quarter the responsible person for each component is asked to write a list of objectives for the quarter. Midway and at the end of the quarter he is asked to estimate as a percentage the progress made toward each objective. End-of=quarter estimates of less than 100 percent are asked to be explained and decisions are made about dropping or modifying the objective, carrying it over to the next quarter, or investigating the lack of progress.

At each step, the information on objectives and progress in each component is compiled and distributed to all the staff. Much improvement in management (setting and writing objectives, improving interrelationships and eliminating duplication of effort, etc.) is accomplish-simply by feeding back and discussing this information.

In addition, a request for feelings about the project (affective feedback) is requested of each intern and staff member once each quarter. These comments are compiled anonymously and fed back to all concerned. This information helps fill the need for data about how the interns and staff view what is happening. These data are discussed and used for decision making along with the progress data.

The fifth-cycle Teacher Corps project was evaluated with the help of an outside consultant, (Dr. Eugene Kelly, Chairman, Education Division, Adams State College), using data generated in the management system with separate spot-checks (visits and questionnaires) to insure accuracy. (This evaluation appears as Appendix A.) The on-going seventh-cycle Teacher Corps project is evaluated by the co-directors from such data and from their own sources of feedback. At the end of the seventh-cycle project another evaluation by an outside consultant will be undertaken.

XIII. Contributions to Teacher Education. Throughout the preceding material matters pertaining to contributions to teacher education have been either implied or explicitly stated. In this final section an effort is made to bring these together in one place.

Perhaps there should be some comment about the differences between implications for teacher education generally and those for Southern Colorado State College specifically. It is well known that experimentation creates by-products in the locale of the experiment that it does not engender elsewhere. The situation at Southern Colorado State College clearly exemplifies this point.

The problems involved in using an experimental program to improve practices locally include the following:

(i) The experimental program tends to become self-contained and to have problems of communication and contact with others in the organization.

(ii) The preceding situation is intensified by the differences in funds available for experimental and regular programs and the availability of public information procedures to the former.

(iii) Sometimes the ideas contained in experimental programs are not new to others in the institution, but at the same time circumstances combine to make it appear that they are.

(iv) The existence of well-funded, well-staffed activities and programs often presents considerable pressure upon others to develop plans and activities equally rapidly even though the funds and staff are less plentiful.

It would be foolish to deny that the preceding difficulties did not exist at Southern Colorado State College. This is true in spite of the fact that many efforts have been made by many persons to minimize difficulties.

The responses of members of the regular college faculty to the Teacher Corps project range all the way from the enthusiastic to the antagonistic. However, it would seem to be fair to say that a great deal has occurred in the way of improvement in teacher education at Southern Colorado State College to which the Teacher Corps project has contributed. Among these are the following:

(i) Teacher Corps'budget for professional improvement activities has helped faculty members who work with Teacher Corps interns; these same faculty members work with other students as well.

(ii) Teacher Corps consultants have been available to assist faculty planners on various occasions.

(iii) Teacher Corps resource materials and resource persons have been made available to students and professors in regular classes.

(iv) Work done in modularizing courses for Teacher Corps interns has resulted in the availability of modularized experiences in classes for other students.

(v) The interest and involvement of persons in developing an intern program have stimulated parallel activity in planning a similar alternate teacher education experience for regularly enrolled students.

(vi) Expertise of Teacher Corps personnel in developing learning modules has been available in the development of modules for the MAT program.

(vii) The involvement of public-school teachers with interns has resulted in a considerable increase in the knowledge and skill of public-school personnel in working with college students.

(viii) A viable culturally-based curriculum product has been developed which has strengthened the undergraduate program at Southern Colorado State College. Also, the M.A.T. program includes a set of socio-cultural competencies which a teacher should have.

The preceding implications are specific to the Southern Colorado State College situation. Implications of the Teacher Corps project for improving teacher education generally are more numerous. Among them are the following:

(1) The development of a rational, consistent, and effective cross-cultural component has generated great momentum for change in the public schools as well as in teacher education.

The establishment of the concept which might be called "the dignity and worth of the individual's culture" has given interns, teachers, and teacher educators a new perspective toward Chicano and other minority group children. The creation of experiences and materials (see Appendix E on Barrio Tracks I, II, and III) which teach the concept effectively is a contribution to teacher education.

(2) The community-based design of the Teacher Corps project and its Site Development program (exemplary program status) has shown a way that meaningful community input can be developed in stages, from "assistance" to "advisory" to "participation in decision making." A national Teacher Corps workshop on community-based education, conducted by S.C.S.C. Teacher Corps project, is planned for the Spring of 1973.

(3) The competency-based and field-based design of the intern training program, while not unique to the S.C.S.C. project, helps point the way to greater effectiveness and more of a reality base for teacher education generally.

(4) The communications component, while still in a stage of experimentation and development, is felt to be vital in making the complex design and the interaction of other components workable. As in community-based education, the S.C.S.C. exemplary program funds will be used to design and conduct a national Teacher Corps workshop on communications in the Spring of 1973. The intent is to demonstrate how the best in communications theory and research can be applied to teacher education.

(5) The career ladder component, involving the public schools and six colleges and universities, presents a very promising concept: that college programs and invididual "school development" programs can be coordinated for mutual reinforcement. Not only can individual workers at all levels find opportunity for professional advancement in education, but also the school can develop advanced expertise in subject matter and "process" areas in which the expertise is most needed.

(6) The "Portal School" concept, while developing somewhat differently in the two portal schools in Pueblo, is being shown to be a workable way to make possible meaningful participation in all the above components by community, school, and college personnel.

(7) The S.C.S.C. Teacher Corps staff is demonstrating that a true, working team, with members selected for diversity of expertise, commonality of goals, and compatibility of of personality, can accomplish a great deal in teacher education. The inclusion of community and public school personnel along with college personnel on a teacher education team is being shown to be very helpful. Perhaps the best indication of what such a team can accomplish is shown in the newsletter, published each month by Teacher Corps staff.

(8) While many of the above components are not unique to the S.C.S.C. project, their combination has brought the project to a point of national leadership, as shown by the exemplary program designation by National Teacher Corps. The potential of such a program goes further than the present component. It lies largely in the area of "What next?" One example of such potential is attached as Appendix J, a concept paper proposing a community-based, cross-cultural communications insitiute. The concept was barinstormed by the Teacher Corps staff. It includes highly sophisticated communications techniques designed to greatly increase the potential for cross-cultural, community participation in college level training programs for teacher education and other fields of social interaction.

It should be mentioned that the Teacher Corps staff at S.C.S.C. has concentrated on program development to the exclusion of nation-wide dissemination up to now. In the last two months the staff has become aware that the various elements of the program are fitting together and are working well toward their goals. Journal articles and chapters for books are now in preparation as well as materials for dissemination at the two national Teacher Corps workshops planned for next Spring. In this connection, the AACTE Distinguished Achievement Award would be very helpful.

APPENDIX A

CYCLE V ASSESSMENT

Southern Colorado State College

CYCLE V ASSESSMENT

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Introduction

The Teacher Corps Project at Southern Colorado State College has had a strange history, beginning more than two years ago with a program looking for a staff, the technical assistance to aid the programs, a new school to participate after the first school dropped out of the program, and the interns to be trained. It really started as a great concept looking for the people to bring it into reality. It really wasn't even known if the concept was great, or could be applied to this particular reality.

During the duration of the program 26 of the original 34 interns found their way to graduation and certification. An entire undergraudate education program was field based, and modularized. Each of the four schools involved gained in teacher training, curriculum development and community involvement. Southern Colorado State College gained in new insight and the development of two new teacher training programs with innovative designs. The staff grew in skills, insights to the point of contributing expertise and leadership at the national level and developing a Cycle VII proposal to service 48 interns in six schools.

It is not the purpose of this assessment to provide a history of the trials, traumas, successes and futures of the program. It is our purpose in performing this assessment to achieve several goals:

1. To determine what changes we have produced in participating schools, according to program objectives

2. To provide insight into our current status as a benchmark for future efforts

3. To develop a final status assessment of the Cycle V program for Teacher Corps/Washington

4. To provide a model for the conduct of a program assessment for those participating.

Much of the data presented goes beyond the actual objectives stated for the program. This data is used to reinforce or explicate areas of special interest. The Cycle V proposal was not always specific or concise in its objectives For that reason, specificity of assessment was on occasion difficult. Each objective to be accomplished is listed in the text of the report. It is followed by an anlaysis of the accomplishment of those objectives by each agency involved. Complete copies of the instruments used and the data collected are contained in Appendix A. Hopefully these instruments are helpful to others in their assessment components. Only prose data descriptions and summaries are contained in the text of the report. This was done for brevity and clarity.

How the Assessment Was Performed

Initial instruments were designed by a task group made up of staff, college, and district representatives with the consultant aid of Dr. Eugene Kelley, Adams State College. The instruments were then field tested, revised, and administered to all participants in the program during May, 1972. Additional data was gathered from TC/SCSC records and individual staff members responsible for specific components of the program. The data collected was field checked after summarization by Dr. Kelley. The report was then drafted for editing and discussion by the Program Development Specialist, Dr. Ronald Bigelow. After discussions, the report was finalized and submitted. It is our wish that this assessment will provide a clear picture of the present and produce potential directions for the future.

College Level Program Objectives

1. Will offer information and assistance as to a field centered approach to teacher training curricula. Inherent in this approach is inter-disciplinary participation.

   Over the past two years the Teacher Corps program has been viewed as a test of a field centered concept in teacher education, in two local sites and two sites at a distance from the campus. Two programs, paralleling this concept are currently being developed at SCSC: A Master of Arts in Teaching Program (M.A.T.) and a one year field based internship for seniors in elementary education. Dr.'s Roy McCanne and Ronald Bigelow and Mr. Antonio Esquibel, all Teacher Corps staff have participated in the design and development of these programs, under the leadership of various members of the Education Division staff.

   The M.A.T. program has developed the required materials, gained the approval of all levels of the State Agencies for Higher Education, and waits on final approval from the North Central Association of Schools and Colleges. Approval is expected shortly.

   The internship program, is now in its final planning stages and will begin in September of 1972 with a pilot group of approximately 10 interns. If successful, this program will be a regularly available option to candidates in elementary teacher education.

   In addition, collaborative efforts in field centered in-service work with Adams State College (Alamosa, Colorado) have developed over a dozen field based, competency based workshops for teachers involved in the program. This relationship is presently being expanded to produce a completely field-centered, competency Master's degree program for teachers in Cycle VII schools.

2. Will provide Behavioral Objectives for field centered learning modules. This has been accomplished in all cases. Objectives are produced in co-operation with the participants, Teacher Corps staff members and the professor of record.

3. Will assist the instructional staff in exploring new and different methods of involving Teacher Trainees in designing, planning, and implementing their respective programs.

   This objective has been achieved through modeling procedures, and providing the technical assistance required to explore such alternatives.

4. Will assist the instructional staff in individualizing and modularizing the existing course offerings within the Teacher Education Curricula in order that a systematic approach to a competency based curriculum be realized. This objective has been achieved as of the completion of the Cycle V program. All course work offerings, including those for teacher creditation and SCSC graduation are now in modular form. In addition, course work offerings from the Psychology Division have adopted the same philosophy and format.

5. Will assist the college (Southern Colorado State) in developing cooperative relationships with local school districts in order that various schools may be utilized as laboratories for field centers for teacher training.

   This objective was achieved in February of 1972 with the designation of two Portal Schools and four satellite schools in Pueblo School District #60. The Portal Schools have been acting as teacher and community training centers, utilizing college and Teacher Corps staff resources in curriculum development and career ladder development. These two schools are not considered prime agencies for teacher training and retraining. The college is making input to these schools by course work modularization and delivery, and responding to the specific requests of the schools. All course work is being continuously defined, refined, field tested and revised.

6. Will assist the Education Division in representing in its program of studies the multi-cultural and multi-ethnic composition of the region.

   The efforts of several individuals in the Teacher Corps staff, working co-operatively with many other professors and staff from across the campus have produced a Chicano Studies program, presently lodged in the Education Division. Antonio Esquibel, Mr. Juan Trujillo and Mr. Robert Garcia were active in the program's development as a team-taught, competency based series of courses in Chicano Culture, History, and Education.

   Two other professors in the Education Division have also been involved in the production of the program: Mr. Jose Cordova and Mrs. Arlene Sutton. The new Southern Colorado State College Bulletin provides this description of the Chicano Studies Program:

   > " The Chicano Studies Program is designed to expose the students to classroom approaches as well as use of the community as a laboratory and potential employment. Such an approach will act as a

'bridge' by connecting academic and experiences, and by teaching the former with the aims of the latter in mind.

The course offerings will be organized into three (3) categories which will assist the students in becoming community oriented only after accomplishment of the prescribed academic course work. The three categories are (1) Self-Concept, Social Experience of the Chicano; (2) Inter-Disciplinary Skill Development; and (3) Community Development.

SELF-CONCEPT, SOCIAL EXPERIENCE OF THE CHICANO

Course within Level One will provide a conceptual frame of reference, historical as well as cultural, relative to the Chicano community. Emphasis will be placed on acculturation which, in turn, upholds the concept of cultural pluralism.

INTER-DISCIPLINARY SKILL DEVELOPMENT

An academic interdisciplinary approach within this level will provide the necessary skills for possible solutions of the social conditions of the Chicano community. To comprehend the Community Social Process requires that we provide diagnostic analytical and interpretative techniques which the multi- or interdisciplined approach provides. Thus, the student may better understand those pluralistic life styles found in the area, whether they be socioeconomic "class" life styles or ethnic and cultural life styles.

COMMUNITY DEVELOPMENT

The community will provide the laboratory experience for community involvement. Level three will emphasize ways and means by which the student may relate his college education and the Chicano community. Institutional or public service (agency) behavior will be a point of major concern and concentration relative to the social, physical condition of the Chicano Barrio.

CS 101 INTRODUCTION TO CHICANO STUDIES 5 Credits

Introduction and background to the history, socio-cultural characteristics and value orientation of the Chicano.

CS 202 THE CHICANO IN AZTLAN 3 Credits

The evolution of the Mexican from a majority to a minority status, and his subsequent role in the American Southwest; the historical study and America's second largest minority group; the historical culture of the Mexican-Americans.

CS 210 INTRODUCTION TO BILINGUAL EDUCATION 3 Credits

Introduction of the literature in Bi-lingual Education. English as a second language, language acquisition (Linguistics), cultural awareness.

CS 301 METHODS AND TECHNIQUES TEACHING OF ESL 3 Credits

Methods and techniques of teaching English as a second language. The Audio Lingual Approach. The Method Approach and others. Students will have an opportunity to use the knowledge received with school children in various schools in the community and adult students in the community. Students will also develop materials necessary for teaching ESL.

CS 312 THE CHICANO CHILD IN THE ELEMENTARY SCHOOL 3 Credits

A study of the Mexican-American child and his relationship to the U.S. educational system for Head Start through elementary school."

An apparent weakness in the accomplishment of this objective is a lack of integration of minority/Chicano studies in all facets of the education program. This has become an objective of the Cycle VII program.

Classroom Level Program Objectives

1. Will provide children with elements of the Ethnic Culture within their community

2. Will provide cooperating teachers with information in regard to the multi-cultural aspects with the class and strategies to deal with those cultures objectively.

Each of the schools surveyed agreed that the objectives were applicable and important for their school, with the possible exception of the use of a second language in the classroom. The data secured supports some improvement in the general areas of cultural and cross-cultural activities, but concern does exist in a number of specific areas in individual schools. The participation of the community; the support of the school program by the community; the comfort level of teachers working in the community and the academic achievmeent of children in schools were identified as areas of improvement, but to a lesser degree than other areas of importance. Defininte improvements were cited in all schools in the availability of resource persons and materials and the use of bi-cultural activities in the classroom.

A significant number of teachers stated the presence of Teacher Corps was responsible for approximately fifty Percent of the improvements made in these areas during the past two years.

Data secured for this section of the survey indicates the partial accomplishment of these two objectives, with further work needed in the areas of bi-lingual education, community participation, community support, teacher comfort in working in the community, and the academic achievement of pupils.

These are areas of emphasis in the Cycle VII program.

It should be noted that community representatives and teacher aides working in the buildings consistently rated these areas of 'lesser improvement' as areas of greatest improvement, attributing 75% to 100% of the improvement to Teacher Corps presence. (See Section A, Appendix A)

It should also be noted that the school demonstrating the greatest apparent improvement was Ignacio, where a "tri-ethnic" community exists; Anglo, Chicano and Native American.

3. Will provide children with the opportunity for cross-age assistance in subject matter expectations and personal-social preparation.

4. Will provide children with a more personalized, individualized and participative approach to learning.

Professional growth and the various components of such growth that apply to the above objectives were supported as applicable to each of the schools involved, and considerable improvement did take place in these areas during the past two years. Among those areas showing considerable improvement were diagnosing student learning needs, a knowledge of a variety of teaching techniques, particularly individualized learning skills, diagnosing student learning needs, a knowledge of a far wider variety of teaching techniques, and materials, and developing special classroom materials.

Again, the presence of the Teacher Corps was credited with a significant amount of the change that did take place. (See Section C, Appendix A. - Professional Growth).

It is apparent that all four schools in the project have increased their use of individualized instruction, and gained a significant and useful level of skills required to perform such instruction. Again Ignacio school and Rocky Ford (Liberty Elementary School) demonstrated the greatest improvement in these areas, while Irving school achieved the highest level of overall competency. Much of this improvement (25% to 50%) is seen as attributable to the presence and aid of Teacher Corps interns and staff.

The areas of least improvement apparently occured in civic improvement by teachers, career planning, instructional leadership, and level of knowledge of academic disciplines. The career ladder concept incorporated in the Cycle VII project will definitely have an impact on career planning, instructional leadership and the level of knowledge of academic disciplines. Greater civic involvement is being promoted through the community component in each school.

It would appear that all four major objectives in the "Classroom" section of the Cycle V objectives were achieved, and achieved by the presence of the

Teacher Corps project, with the specific exceptions as indicated. It should also be noted that the two schools not continuing in the Cycle VII project are continuing their professional development in the areas of increased use of bi-cultural, bi-lingual activities and individualizing instruction. The two remaining schools (Irving and Washington) are continuing the progress toward the same goals within the Cycle VII program. One school, Irving, is a resource for other schools in their development efforts, and is, in fact, a Portal School.

Neighborhood Component Program Objectives

1. Will provide cross-cultural techniques for community development

The Cycle V program focused its attention on community involvement during the second year of the program (1971-1972). All interns carried out community activities ranging from tutoring in English for adults to the establishment of a complete art program for children. Techniques for these projects provided by the program, in the form of community development modules were integrated into four education, psychology and social psychology courses Additional techniques were provided by Mr. Antonio Esquibel, of the Teacher Corps Staff.

SCSC/TC sponsored a cross-cultural workshop for regional TC programs in the Fall of 1972. The products of that workshop are now available to Teacher Corps, and have become a regular part of the SCSC/TC program, after modification for use in our Barrios.

This objective has been achieved to the level of training interns to work in the community. Additional training was provided community representatives and teacher aides to provide them the skills required to work in the schools. This training was evaluated as highly effective by teachers, principals, aides and representatives. Additional training has also been developed for cooperating teachers and any other building level personnel in Chicano culture and Barrio life.

2. Will assist community-school related organizations in becoming more involved in schooling processes.

Teachers, Principals, T.C. Staff and District Administrative personnel in four schools indicate this has improved significantly during the past two years and that from 50% to 75% of the improvement is due to the presence of Teacher Corps.

3. Will provide direction for schooling process to become more concerned with parent-child relationship and in developing parent-child learning opportunities. (See Appendix A)

The responses to Items 5, 6, 7, and 8 relate to this objective and indicate a significant improvement and 25% to 50% of that improvement being due to Teacher Corps. Community representatives, interns and the teacher aides

were seen as highly effective in promoting these developments. Many intern community projects involved both parents and students in learning activities.

4. Will provide direction in order that the school program of studies relates to Neighborhood Life Style and provides a greater frame of reference of the "Real Works, Past and Present."

Items in Section A (Appendix A) numbers 1, 2, 3, 5, 6, 8, 9, and 11 relate to the accomplishment of this objective. Responses to each of these items indicate significant improvement, with 25% to 75% of the improvement due to the presence of Teacher Corps. It should be noted that participation of the community in teacher preparation received ambivalent support in 3 of the 4 schools. It is clear that the community is making its presence felt in the school program. Another area of ambivalence is that of the use of a second language in the classroom. These have become areas of special emphasis in the Portal School Program. (Cycle VII).

Each of the areas surveyed appears to be applicable to the schools involved with the possible exception of the use of second languages in the classroom and the participation of community in teacher preparation.

The data secured seems to support some real improvement in the general areas of cultural and cross-cultural activities, but concern does exist in a number of specific areas and in individual schools. The participation of the community; the support of the school program by the community; the comfort level of staff working in the community and the academic achievement of children in the schools were areas identified as improved, but less improved than others. Definite improvements were indicated in the availability of resource persons and material and the use of bi-cultural activities.

A significant number of respondents stated the Teacher Corps was responsible for a considerable amount of the improvements made in the identified area during the past two years.

School Level Program Objectives

1. Will provide administrations with expertise to encourage and develop individualization, from teaching, cross-age and community assistance programs.

   The best indication of the accomplishment of this objective is the professional growth of the teachers in the schools involved in the Teacher Corps program (Section C Appendix A). Professional growth and the various components of such growth were strongly supported as applicable to each of the schools involved in the project, and according to the respondents considerable growth did take place during the past two years. Among those areas showing significant improvement were diagnosing student

learning needs, a knowledge of a variety of teaching techniques, and developing classroom materials. The least amount of improvement (though still improved) occured in the areas of civic involvement and career planning.

In the area of personal growth the acceptance of self, other cultures, other teachers, other persons in the classroom and community input improved with about 25% of the apparent change due to the presence of Teacher Corps, while ability to deal with ambiguity and authority were not improved much.

This data would seem to indicate significant improvements in teacher personal and professional growth within the context of the local schools. This would indicate a significant level of accomplishment of the objective.

2. Will provide information in order that the school becomes a community-based service agency.

3. Will modify its program of studies so that curricula represent the multi-cultural aspect of the neighborhood and community.

These two objectives, and their supporting data are presented together to represent and highlight the collaborative, sharing nature of the program objectives; an interchange of resources, ideas and skills, to and from the school.

Several items and much direct information relate to these objectives. Item 6, Section C, Appendix D - "Acceptance of community input to the classroom." Almost all teachers found this applicable, all schools indicated this had significantly improved with 25% to 50% of the improvement due to the presence of identical results. Item 5, 6, 7, 9 in section A, Appendix A also clearly support an increase in community input to the school. In short, the response indicates an "across-the-board" increase in community based education, and the multi-cultural aspects of the school community.

Additionally, the schools have come to use many community agencies available within their attendance boundaries through intern community activities and the work of the school representatives.

4. Will assist in encouraging the providing of opportunities for a representative neighborhood council to become active in school policy decision, planning and implementation.

The objective has been accomplished in one school, Irving Elementary School (a Portal School), partially accomplished in two schools (Rocky Ford and Ignacio) and not accomplished in Washington Elementary School. As a part of the Cycle VII program, the two Portal Schools have established these councils during the Winter and Spring of 1972. The Satellite schools are expected to develop such councils prior to the termination of the Cycle VII program.

Summary:

All four of our program schools have moved toward the school level program objectives to a significant degree. The area of smallest increase is in the establishment of school instructional councils. This is a focus of the Cycle VII program.

Intern Level Program Objectives

1. Will identify and demonstrate his effectiveness in task groups made up of interns, team leaders and cooperating teachers.

2. Will demonstrate an ability to identify individual (personal) goals as well as team goals and to set deadlines for meeting them.

3. Will demonstrate his skills in utilizing information gained from college, school, and neighborhood in order to determine his team's and/or his students' learning needs.

4. Will demonstrate his ability to participate with students in setting instructional goals.

5. Will identify and perform the essential educational skills for use in an individualized, competency-based curriculum.

6. Will perform the essential elements of competency-based education system and community-based program within a participative philosophic framework.

7. Will communicate functionally in the language (Spanish or Ute) used in his school community.

8. Will demonstrate a functional understanding of his culture and the culture of those with whom he is working.

9. Will identify and demonstrate skills required to identify and relate to groups and individuals important to the schooling process within the community.

10. Will demonstrate his skills in a systematic self-assessment procedure which provides him with meaningful feedback from those individuals in constant contact with him.

Interns are, of course, the central product of any Teacher Corps program. Their level of skills accomplishment and satisfaction really reflect the impact of the total program. The actual objectives achieved by the interns go far beyond the list presented, both in terms of the breadth and depth of the objectives (see Appendix B for a set of intern competencies for Cycle V interns). In order to complete their program for certification and graduation, these competencies had to be achieved.

The Cycle V program started with 34 interns. One intern dropped out of pre-service and was replaced. During the year 1970 - 1971, four interns dropped from the program, three because of medical reasons, one because of inability to adjust to the program. During the Summer of 1971 two interns were de-selected because of inadequate performance. During the Fall of 1971, two interns dropped from the program, again for personal adjustment reasons. This left 26 interns (a 76% retention rate).

Of the remaining interns, two failed to complete the total program of certification because of their failure to complete special course requirements, despite the efforts of the staff to set up optional paths for Teacher Certification. Both graduated easily, but through a lack of effort, failed to aquire a Colorado Teaching Certificate.

The Summer of 1970 - 1971 saw the biggest changes in the intern program, when all further course work was modularized, and the volunteer component began full swing. The adjustment to these factors was accomplished by December of 1971.

Intern Placement:

As of now, our figures on placement while encouraging, are incomplete. One intern on the Ignacio team was hired as a regular teacher. No other position was available in Ignacio. Two interns were hired in Rocky Ford. No other positions were available. Figures for Pueblo District #60 are incomplete, but we know of one intern who has been hired. The Pueblo situation is compounded by a shift to a "Middle School" configuration. This configuration has caused a shift in pupil/teacher ratio that has caused an over abundance" of contracted teachers. We have assurance from District #60 that as many interns as possible will be hired.

Other interns have found positions throughout Northern New Mexico and Southern Colorado, ranging from HEP counselors to Adult Basic Education Tutors. Several are going on to graduate school. We have little doubt that all of our internswill have positions by September 1972. The recruiting response has been very favorable, with interns taking preference over all other teacher candidates.

Communications Component Program Objectives

1. To establish communications between all role levels and components, such that all levels and roles see the levels of communications as adequate and effective.

This objective was assessed by asking program participants to describe their level of communications to all other role levels on a 1 to 5 scale, with 1 representing an inadequate level, 3 and adequate level, and 5 an excellent level of communications. The results of this compilation can

be found in Appendix C. Several general conclusions can be drawn from the data:

1. Community representatives: adequate, lowest in communication with education and psychology professors

2. Interns: adequate in all sectors

3. Co-operating teachers: adequate in all school sectors: adequate to inadequate with college personnel, TC staff and the Central Office.

4. Team Leaders: adequate in all sectors

5. Other teachers: adequate with most sectors excpet TC staff and Central Office.

6. Principals: adequate in all sectors

7. Education Professors: adequate in general, low with co-operating teachers and teacher aides.

8. Psychology professors: adequate in general, low with co-operating teachers, interns, teacher aides, community representatives.

9. Teacher Corps staff: adequate in most areas, lower with team leaders and cooperating teachers.

10. Central Office: adequate in general, low with other teachers, co-teachers, interns, teacher aides and community representatives.

The objectives of effective, adequate communications were achieved to an adequate degree or better, as seen by the results secured. However, several weak points are seen between professors and-in-school personnel, and between TC staff and team leaders and co-operating teachers. These areas will be rectified by the communications component of Cycle VII.

APPENDIX B

OBJECTIVES FOR INSTITUTIONAL CHANGE AND SYSTEMATIC PLAN FOR REACHING OBJECTIVES

Section II
Objectives for Institutional Change and Systematic Plan for Reaching Objectives

The Portal School concept becomes the focus of the SCSC-Teacher Corps 7th Cycle proposal. As envisioned by representatives of the community, the school district, and the college who have participated in the conceptualization of it since January, 1971, it embraces the features listed below:

I. The Community

A. It intensifies and more highly systematizes the involvement of the communities in the education of its children.

B. It provides entry at two levels for community involvement:

1. The level of direct involvement in decisions that affect the children, through participation in community meetings about the school, serving as teacher aides in the building and participating in instructional unit planning meetings, as well as Portal School Council meetings, and serving as paid community representatives to identify community resources and to provide linkages between school district personnel and parents of children in the community.

2. The level of professional involvement through the upward mobility opportunities described in the career ladder concept.

II. The School District

A. Through the implementation of the teacher center operating in the portal schools, it operationalizes an in-service training program for teachers and school building administrators that reduces inefficiency in using college resources to meet their needs.

B. It provides a central point for community people and school district people to find the balance where these two components and the college can interact most meaningfully and profitably for the benefit of the children.

C. Through its commitment to the philosophy of Teacher Corps it provides the opportunity to address the problem of integrating multicultural life styles directly and aggressively. The distribution of ethnic groups in the schools most directly involved in this project presents a unique opportunity to realize significant progress in this area.

III. The College

A. The portal school and the intern program provides the opportunity to field-test the learning modules developed in the 5th Cycle Program and that are continuing to be developed from the undergraduate, through the Master of Arts in Teaching level. This latter program will be implemented at SCSC in the Fall of 1972.

B. The opportunity to be influenced by, as well as to influence, a dynamic program of change and experimentation, such that resultant changes will occur within their own educational environment.

The proposal presented in these pages is an ambitious and complex challenge. It features some exciting experimental dimensions that hold high potential for learning, and implements several programs that through analysis of the SCSC 5th Cycle and many others throughout the country, now have a solid, proven foundation and a history of success.

Two schools in Pueblo School District #60 will become portal schools--Irving Elementary and Fountain Elementary. Irving School has participated in the 5th Cycle program, and much work has been done in the Fountain School and community since January, 1971, in preparation for, and anticipation of, its role in the 7th Cycle program. In addition to these two schools, two to four other elementary schools that fall within the poverty guidelines will be designated and prepared for roles as "satellite" schools.

The main differences between the two designations are as follows:

1. the portal schools will have a slightly larger contingent of interns; and

2. they will serve as teacher centers, the hubs of most of the in-service educational programs for the district.

Satellite schools, however, will have a Teacher Corps staff member (role is described in Section XI) assigned as in the portal schools.

This proposal calls for 60 undergraduate interns. Fifteen (15) will be

assigned to each of the portal schools; the remainder placed in the other participating schools.

While the interns will have primary identification with one school, the operational plan will be a fluid one that allows for each intern to be exposed to each of the schools and their communities over the two-year period. This will provide a broad based exposure since each community has different demographic characterisitcs that represent a rather broad spectrum. This fluidity will also apply to the individual teachers and teaching teams within the participating schools.

The main characteristics of this program can be helpfully looked at in terms of continuation programs and emphasis from 5th Cycle and the experimental components. The continuing programs are relatively new and innovative here but have a good history of value and success both in the SCSC 5th Cycle program and at other institutions. In the experimental component we are exploring territory that has a sound philosophical or rational base but requires experimentation to develop a methodology for implementation.

Continuing Programs

1. A pre-service orientation and training program that involves school district administrative and instructional personnel as well as college personnel and community people.

2. Continued movement toward increased modularization of learning experiences for teacher-trainees in the development of teaching competencies. This approach seems to facilitate the movement toward individualized instruction at the college level.

3. Continued, but somewhat refined, emphasis on field-based learning experiences for teacher-trainees. Interns will be moved through observational, teacher assistance and actual classroom instruction phases in a more sophisticated manner as a result of 5th Cycle experience.

4. Broader and more extensive use of college personnel in the guidance and assistance of the field-based learner. This goal should be more attainable with sixty interns concentrated in the five schools in School District 60.

Experimental Programs

1. A continued effort to find the point of balance between where the community involvement facilitates and enhances the educational experience for the child vs where it hinders. Achievement of this goal will require an openness for experimentation that is always accompanied with possibilities for frustration. The commitment required would be to experiment, to have secondary alternatives available and to experiment again until the goal is achieved or until the alternatives have been exhausted.

2. A second experimental feature centers around the implementation of the "career ladder" concept. This is basically an attempt to open new entry levels for people who desire to become involved in the educational process. For para-professionals (community people) this means providing programs that may allow them to achieve through an A.A. level--perhaps B.A. or higher for those with exceptional qualities, abilities, and motivation. For professional personnel, in-service programs would be offered through the MAT program at SCSC and the doctoral level with cooperating colleges and universities.

   While this holds exciting possibilities for up-grading the quality of instruction in the elementary schools, it would also require heavier commitments and involvement from college faculty to conduct on-site seminars, workshops and independent studies to meet individual needs--all for graduate credit.

   A Portal School Project staff person will be assigned to each school in the project. Their main responsibilities would be to assist in identifying needs in the buildings as they arise, to coordinate those with the other school buildings, to design programs to meet those needs and to identify and provide resources for bringing about whatever value, attitudinal and behavioral changes are desired by all parties involved.

3. Perhaps the most critical of the experimental components is the one focusing on the communications system and climate that will be required to facilitate the success of the program.

   The system will require a climate of openness, trust, and willingness to provide and accept feedback relative to the functioning of the program. The same degree of openness would apply at each level of functioning and between each level. In effect, the attempt is the application of a basic classroom precept to a much larger and more complex system. The precept is that to facilitate learning, the

first step is to establish a good learning climate or atmosphere. Rephrasing the precept, we would say that for the system to become self-correcting a climate needs to exist within, that contains the above mentioned ingredients-- openness, trust and willingness to provide and accept feedback from any source--relative to the functioning of the system. In closed systems, changes are made on the basis of limited, therefore distorted, and tightly controlled feedback sources.

The establishment and maintenance of this communications system will be discussed and described in detail in Appendix A to this proposal.

In summary, the portal school project embraces the following concept:

1. Cooperation of three major constituencies (school district, community, and college) in accepting and sharing joint responsibility for the education of children.

2. Open, non-graded classrooms characterized by the following:

   a. individualized instruction
   b. teacher assignments based on competencies
   c. a recognition, acceptance and affirmation of the multi-cultural life styles and backgrounds of the children in the classroom.

3. An extensive in-service, predominantly on-site, training program for teachers in the school district.

4. A broad, field-based training program for teacher-trainees (Teacher Corps Interns) that emphasize modularized learning in the development of specific competencies.

5. A career-ladder concept that gives community people entry into the educational system at varying levels of involvement.

6. The development of a communications and human relations systems model that affirms the value of each member and is committed to providing each individual the opportunities he needs to develop and realize his potential--again from the child in the classroom to the top of the hierarchical structures within the system.

Assessment of Needs

As a result of proposal planning the community has assessed its needs as follows:

1. To develop a sense of active input into the education of its young people.

2. To develop the school as a central unifying force in the communities.

3. To develop cultural and recreational centers for the community.

4. To develop, with the college and school district, the total community resources for the education of children.

The school district has assessed its needs as follows:

1. To provide for upward mobility for all staff members: teachers, aides, interns, community members, and administration,

2. To develop competencies on the part of its staff for the identification and diagnosis of learning problems and prescription of learning activities to solve the problems.

3. To develop and disseminate to all district schools curricular materials and methods to promote increased learning for children.

4. To cooperate with the community and college for the purpose of bringing together all the resources available for improving the educational process.

5. To develop staffing differentiated patterns which best utilize school staff competencies, college personnel and community resources for improved learning.

6. To provide the kind of staff training which will prepare prospective teachers to teach in selected school communities.

The college has assessed its needs as follows:

1. To develop a program whereby teachers and teacher education candidates can continually improve their educational skills.

2. To develop a teacher education program is competency-based and field-tested.

3. To institute an in-service program for college staff for the purpose of creating at the college level differentiated staffing, individualized instruction, community involvement, and responsiveness to district and community needs.

4. To develop learning modules dealing with the major competencies of teacher education.

5. To create a communication system whereby all college competencies are brought to bare on the teacher education program of the college.

Each of the three participating groups in the program also recognizes the need to develop a communications system which will provide for continuous exchange of information and ideas in an atmosphere of openness and cooperation.

Objectives for Institutional Change

School District Objectives

A. Objective: In cooperation with the college community, the district will develop a career ladder during the summer of 1972 for all school staff members to continue beyond the life of the project.

Sub-objectives:

a. Teachers will receive graduate credit beginning with the 1972-73 school year for their participation in the education training of interns, teacher aides, and community members.

b. Interns will begin their field-based teacher pre-service education program in July, 1972.

c. Teacher aides will begin their service and training program in August, 1972, designed to equip them with the knowledge and skills necessary to function effectively in the school and community.

d. Community representatives will participate in a pre-service training program in November, 1971.

B. Objective: A continuing in-service program will be instituted which will provide consultant services and field-based implementation for the identification and diagnosis of learning problems and prescription for remediation.

Sub-objectives:

a. A series of workshops will be conducted over a two-year period (1972-1974) utilizing college and outside consultants for the purpose of training teachers in dealing with the identification, diagnosis, and prescription techniques.

b. In conjunction with the workshop on individualization, staff members will engage in case studies with selected students in which they will field test skills learned in the workshops.

c. Workshop participants will in turn serve as consultants to other members of the school staff and the staffs of other schools.

C. Objective: The school district will initiate, test, and when it proves successful, adopt an innovation as a regular part of its curriculum and offer the innovation to other interested schools and districts.

Sub-objectives:

a. By the summer of 1974, resource centers consisting of materials, methods descriptions and available consultant lists will have been established.

b. These resource centers will be, as sponsored by the school district, college, and community, a regular part of the college education program and be available to all schools.

D. Objective: In cooperation with the community and college, the district will establish clearly defined lines of communication and appropriate activities for school-community members.

Sub-objectives:

a. By January, 1973, a community council for each Portal School and the satellite schools will have been established. The council will consist of school-community members, school administration and staff, and college representation. The function of the council will be to serve as an advisory committee to the college administration and school district Board of Education for purposes of planning, implementing, and evaluating the school program.

b. A continuing program of in-service conducted by the college, district, and community aides for parents of the school community will be established by September, 1973. The purpose of the program will be to help parents augment the educational effort of the school while, at the same time, reaffirming the linkage between the school and the community.

c. Parents and school-community members will be offered a program

which will include a high school diploma completion component and training in entry level skills for careers in the world of work.

d. Community resources, both physical and personnel, will be identified and incorporated into the total curriculum of the school.

e. Knowledge of, and work in the community, will be a part of each staff members in-service training program. Staff members can be released from team assignments periodically for such activities.

E. Objective: The school, college, and community will cooperatively work toward the development of differentiated staffing patterns which will allow for the maximum utilization of the competencies of teachers, teacher aides, interns, and community representatives.

Sub-objectives:

a. Teaching teams will be developed around age grouping of students. Each team will consist of a team leader, three to four teachers, one to two teacher aides, two to four interns and one or more community representatives. Each team will initially rely upon existing competencies but will also develop additional competencies in individual members to overcome team deficiencies.

b. A continuous in-service program, utilizing school staff and college professors, will be provided each of the participating schools. These resource people will serve the teams as consultants in helping them assess their competencies, develop strategies for maximum team effort and increase the teams' potential for educating students.

c. In addition to a special focus on staffing patterns, the curriculum of the Portal Schools and their satellites will include, for children, an awareness of vocational opportunities. This vocational awareness will be incorporated into the regular curriculum and will not constitute a separate strand of the curriculum.

F. Objective: Each staff member in the five schools will receive the experience and training necessary to enable him to go into any other school or community with similar characteristics and operate at maximum efficiency without having to undergo intensive orientation and in-service.

Sub-objective:

a. In addition to the activities listed above, each intern at the conclusion of his training will be encouraged to seek employment in several district's communities which are similar to communities in which he took his undergraduate training. Among the districts to which he might apply would be the district in which he took his undergraduate training.

b. Regularly employed staff members, after appropriate experience in one or more of the participating schools, will be encouraged to transfer to other schools in the district as one alternative for the purpose of disseminating effective innovations.

In its commitment to the Portal School Project for Public School District 60, the basis for the 7th Cycle Teacher Corps, Southern Colorado State College, has indicated several major long-range objectives in the earlier concept paper submitted June 30, 1971. While the focus for the changes indicated in the objectives centers primarily within the Education Division of the college, a number of other divisions and departments will necessarily be involved in maximizing the achievement of these objectives. Hence, the Division of Education has a dual challenge in realizing its goals:

1. to establish a procedure for restructuring its own department; and
2. to present itself as an effective change agent for influencing other departments/divisions to participate in the planning and realization of the Portal School Project.

The objectives as stated in the concept paper are as follows:

I. Moving toward the demonstration of competencies as the criteria for achievement;

II. Structuring the program of teacher education around learning modules aimed at specific behavioral objectives in both the cognitive and affective domains.

III. Involving trainees more actively in planning their programs;

IV. Developing a "career ladder" approach to professional preparation, integrating the above steps from the training of para-professionals through the education of teachers of teachers.

V. Modifying the role of field personnel in the teacher education program.

The philosophy on which these objectives are based is expressed in the following pairs of alternative views:

1. field-based vs classroom-based;
2. competency-based vs cognitive-based; and
3. participation-based vs pre-planned activities

The changes implicit in these alternatives are ones of focus and emphasis rather than exclusion. For example, when we talk of field-based vs classroom-based activities we are speaking of a shift in emphasis rather than challenging the use of classroom activities. The use of field-based activities is much more supportive of developing competencies than the use of traditional classroom lectures, discussions and demonstrations because the teacher-trainee has the opportunity to immediately experiment with and practice new concepts and methodologies in a live situation as opposed to the artificially constructed environments of the college classroom.

The most significant dimension of the field-based concept is the community participation in the entire elementary education program outlined in the Portal School concept. The inclusion of the community in the term "field-based," and the degree of community participation already experienced and anticipated during the next few years may be the most unique and significant feature of this proposed project. The implications for readiness on the part of college faculty to deal effectively with this dimension poses some difficult problems

which will be described in more detail later, along with the plans for dealing with them.

In developing a strategy for achieving the kind of institutional change objectives stated above, a commitment seems necessary to avoid as much as possible the "do as I say, not as I do" kind of thinking and behavior. If, for example, the Education Division of the college ultimately develops a wide-ranging set of learning modules with specific behavioral and affective assessable objectives identified for its students, it seems reasonable to assume that the credibility of these learning devices and approaches will be much higher to the students if they are accompanied by some sense of awareness that they are born out of the faculty's own struggle to assess its own competencies and teaching methodologies. The same principal would apply in the inclusion of community participation in the educational process. The credibility of the college representative giving instruction on community development and involvement would be greatly lessened if he himself were unable to modify his verbal behavior sufficiently to establish a good communicative relationship with people who are at a different educational level. The "Do as I say, not as I do" problem is compounded by the willingness of the public to set college people on a status level that isn't reality-based. This, too, must be mutually worked on by the constituencies involved in interaction processes.

Underlying the statements of specific long-range objectives is a more critical, though perhaps more general, objective. The degree of success that the Portal School Project achieves is probably proportional to the degree that an effective feedback system is developed <u>within</u> each

of the components and sub-components and between each of those components. While there may be some philosophical argument about the extent to which man is a self-correcting mechanism, there is little question about the need for continuous undistorted feedback and information for him to modify his behaviors and attitudes to whatever extent he is capable.

While much work needs to be done in this area, the concept of the feedback system has already been established in the work of the community, school district and college that led up to the development of the concept paper. It has continued throughout the development of this proposal, in that at each stage of its development specific reaction meetings have been held for the purposes of getting feedback that has led to its final draft form.

In addition, workshops for each of the components are envisioned throughout the life of the project to maintain the system. Also periodic workshops involving mixtures of each component will be held for system maintenance purposes. While much of this "process" maintenance can be accomplished at the various assessment points that will be established to check on "task" accomplishments, it would seem important to set aside time, for key people, devoted entirely to the human relations or "process" issues that will inevitably arise in the functioning of so complex a project as this. Any workshops that deal with process functioning should be facilitated by outside consultants who have a high degree of familiarity with the scope and nature of the project. This communications process-feedback system is described in detail in Appendix A to this proposal.

The overall needs on which these objectives are based are contained in the following statements.

(A) The resources of the college must be more accessible and responsive to the school district and its communities.

For the school district, this means more extensive field-based programs

provided by the college that deal with inservice needs of its instructional staff. The teacher-center concept (Appendix E) along with the career ladder concept, described in Section XII for professional people and Section IX for community para-professionals, will combine to provide a vehicle to meet these teacher retraining and in-service training needs.

Since many of the in-service and re-training requirements of instructional staff will evolve around specific community characteristics, a much less distant relationship between the college and community must be established. The Portal School Councils and the direct contact of professors in the school building with community people will make this possible. Workshops involving membership from all three components will also be a part of the in-service training program for each of these components.

"Accessibility", as used here, has two diminsions: (1) making resources from the college more readily attainable to the community and school district, and (2) allowing itself to be more subject to influence and change and modification of its own programs as it develops an increased awareness of the requirements of the communities and institutions it tries to serve.

(B) The need to improve the quality of the educational experience for its own students, both undergraduate and graduate.

The focus of many programs seems to center around the above statement as it relates to children in the public schools. The rationale is often overlooked that his same concern should extend through the IHE programs, particularly in the teacher education program. It would seem more likely that teacher trainees would be better equipped to facilitate positive learning experiences in the field if their own base of learning were a more

dynamic and postive one. The college is in the process of modifying its teacher education program in several major ways to fulfill that need. Teacher Corps has been and can continue to be a significant facilitator and contributor to this process.

(C) The need to identify the factors and dynamics necessary to achieve a climate and environment that embraces multi-cultural life styles, that operates on principles of inclusion rather than exclusion.

This need is as pressing today on the college campus as it is in the community and in the public schools. The Seventh Cycle Portal School Project will address itself aggressively to that problem in all three components both in continuing experimentation and in the application of experiential data gathered from the 5th Cycle Program.

Systematic Plan for Reaching Objectives

In looking at the plan for reaching these objectives it is necessary to see them in two perspectives: (1) Where they are in the current stage of development, and (2) what is envisioned over the next few years.

Objectives I and II can be reviewed and projected simultaneously. The Education Division Faculty at SCSC has planned for some time the development of an MAT (Master of Arts in Teaching) program to become operant in the Fall of 1972. This program is conceived as a competency-based, field-based curriculum that centers around a modularized approach to developing specific competencies. Fifth Cycle Teacher Corps has developed a comprehensive list of teacher competencies drawn from the community people in in the school districts which S.C.S.C. Teacher Corps is now serving, from the instructional teams in those same districts and from the Education Division Faculty. Since June, 1971, both Education faculty and Psychology faculty having been writing instructional modules aimed at developing those

competencies. As of Fall term, 1971 6 courses (Sec. VII, pp 12 & 13) have been implemented with the modularized approach to learning in both departments.

In addition the faculty of the Education Division has employed the services of Dr. Bob Houston and Dr. Ron Bigelow for workshops in writing behavioral objectives and instructional modules. Over the next three years it is planned to have developed a systematized program for the development of teacher competencies. Ultimately these competencies will be sequenced in such a way that the same courses will be used for both undergraduate teacher trainees and graduate students. Minimum completion of modules standards can be established for each student level involved in the teacher education program with all work aimed at the development of the same competencies.

This then leads to Objective III, involving trainees more actively in planning their programs, The implication of this objective is the individualization of instruction at the IHE level. Achievement of this objective provides the "checks and balance" mechanism to guard against the uniformity that might be the outcome of the first two objectives if this counter force were not present. Modularization at one and the same time tends toward uniformity, but almost forces individualization in the assessment of student progress and in the designing of field-based studies that allow the teacher trainee to realize the potential of his own unique attributes, talents, and interests. As has been noted, some courses have been completed at the undergraduate level and are ready for delivery during the last year of the Fifth Cycle. Education Division faculty are actively experimenting with writing modules for the new MAT program. By the end of the 7th Cycle, it is planned that all undergraduate and graduate courses that lend themselves to modularization will have been implemented.

The two years following Seventh Cycle would be spent in refining those courses after the experience base has been established.

This entire process would necessitate a much closer communicative relationship with each student for two-way feedback re - the student's experience with the various learning modules as well as other aspects of the field and classroom experience. The involvement of the trainees in the planning of their programs is seen as a scaled activity; i.e. it would gradually increase throughout the two-year period as their knowledge and experience base is broadened so that their input is based on more complete awareness of the complexities of the educational experience.

Objective IV - The Career Ladder

With the development of the teacher center concept at the IGE schools involved in this project and a much more extensive on-site inservice education program at both the undergraduate and graduate level, the career ladder provides opportunities for advancement through the baccalaureate program for interns, certainly through the envisioned MAT program for school district instructional and administrative staff, and hopefully, through other cooperating IHE's, even the doctoral level might be achieved by some.

Simultaneously, the "portal" school would become an entrance for many community people who wish to find a niche in the educational process. It is quite conceivable that many could achieve through an A.A. degree level, and some through the higher level programs of the college. In addition, many community people would have opportunities through training programs to develop in many para-professional areas. This objective, as it relates to community people particularly, is the balance system to assure continued, active and constructive involvement in the school once they have made initial entry.

As conceived here, it also provides the opportunity for instructional staff to experience dynamic relevance in their graduate program, as compared to the more routine and sedentary experience of getting graduate credit in more or less traditional classrooms for the purpose of qualifying for additional merit increases.

Objective V - Modifying the Role of Field Personnel in the Teacher Education Program.

Traditionally, the stytem of student teacher supervision has left something to be desired in terms of both efficiency and maximum use of professor resources. The localization in this Seventh Cycle Proposal, of sixty (60) interns distributed throughout approximately five (5) schools in the same school district (Pueblo School District 60) will certainly increase time efficiency for college supervisory personnel. In addition, it should allow for the professor to bring his own resources to bear more effectively on larger numbers of interns sharing similar problems at the same time.

At the present time the Education Division is developing a plan to place intern teams made up of students from the regular teacher education program into other schools in the district. This reflects a continuing effort to incorporate learnings from the Teacher Corps program into the institutional change objectives. At the same time it will provide a vehicle for closer interaction and communication between Teacher Corps staff and Education Division staff. The results of this planned effort and its implementation will be included in the 7th Cycle final evaluation.

The final and underlying objective is the establishment of a self-correcting, self-maintaining communications-human relations systems model. The theoretical framework for this model is provided by the Harvey, Hunt, and Schroeder theory of belief systems that operate within individuals.

The research of Harvey and associates indicates several very clear areas where growth could occur in adults that would have highly positive resultant effects on the children in the classroom. A major goal therefore of this 7th Cycle Teacher Corps is to provide as many opportunities for growth in those areas as possible to the administrators, teachers, community people and interns who participate in this program. The areas identified are (1) expanding tolerance levels for stress and uncertainty, (2) lessening dependence on authority figures, (3) increasing openness to new experiences and experimentation.

The communications system would require three stages of development:

A. The Orientation Phase

B. The Implementation Phase

C. The Maintenance Phase

A. Orientation Phase

This phase would be accomplished for all program participants during preservice. It would include a full explication of the conceptual systems theory, its implications for change in education and its relationship to the human communication process, as well as to other closely related theories of human behavior and communication. It would also include a description of open and closed systems of communications and the rationale for the open system required for this program. Finally it would include the collection of data about the interns, teachers, community people and administrators through the use of the TIB test of Harvey, Hunt and Schroeder.

The Implementation Phase

This phase would begin during pre-service with formal initiation being the first human relations-group process experience for the participants in the program. The tone for future process type interactions would be established in this first experience. That is, they would not be traditional

sensitivity or encounter groups. Along with that dimension would be some clear task and goal orientations centering around the areas identified for growth that are mentioned above.. In addition there would be a highly content oriented debriefing program following each process experience designed to place the experience in the framework of the project and the communications system.

The implementation phase would continue throughout the entire first year of the project. Each participant at each role level would be encouraged to, and have the opportunity to, participate in two workshop experiences in a retreat setting during the first year. These workshops would be designed to provide an opportunity for self-renewal and re-assessment of individual growth in the program. Again they would have some accompanying goal or task focus along with the process emphasis that would allow the individual to assess himself along the lines of his handling of ambiguity, handling of authority problems and his willingness to experiment with his behavior in the classroom as well as with other members of the program; e.g. peers, authority figures, etc. Again the debriefing sessions following the workshops would occur.

During the intervening periods, between these workshops, Teacher Corps staff would be primary reinforcers of the learning experiences of the workshops -- a critical function.

The Maintenance Phase

During the course of the first year of the program, individuals would emerge and be identified who have the facility or potential for serving as communications links between people. The maintenance phase would be established during the second year with these people receiving intensive training

in communications, leadership and group process skills and having the opportunity to practice those skills immediately in the system in which they are working. They become identified and established as maintenance people. Their responsibilities by this point should not be too demanding since everyone who volunteers to participate will have contributed through their own growth to a much more open communications system than they have ever experienced before. It is anticipated that it will be to a large degree, a self-perpetuating and self-correcting system by the end of the 7th Cycle. These peoples' skills could perhaps more profitably be used in other school systems or buildings within the district as the concept of open classrooms and individually guided education programs expands.

At the end of the implementation phase, the TIB instrument would be given to the participants in the program to provide some hard data about growth and change at the individual level. A final testing point would be at the end of the cycle. After the second test, however, individuals could exercise the right to know the results of their test. A technique for this procedure has been developed, and when followed with care it could contribute some exciting new norms to the feedback system that is being established, as well as helpful information to the individual as to his progress. It is essential to recognize the individual's choice as to how and in which direction he wishes to grow.

A more complete rationale for the communications system and its implications for educational innovation and change is contained in Appendix A to this proposal.

The model for the communications system is contained in graphic representation in the pages following.

APPENDİX C

COMMUNITY-BASED EDUCATION

Section IX COMMUNITY-BASED EDUCATION

A. Planning Committee for Portal School

The Fountain Community School Planning Committee began meeting in January of 1971. This committee consists of the five principals, school district administration personnel, teachers, college personnel, Teacher Corps representatives, and community members for the two Portal School attendance areas.

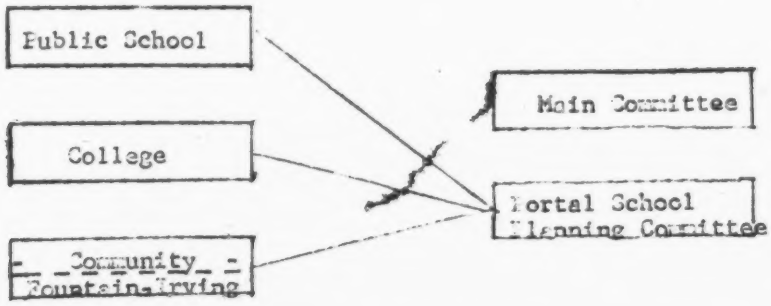
The community members formed a sub-committee which included community members from both Portal Schools. This committee was also broken down to form a community committee from both Portal Schools. The following are the long range objectives which the community committee has identified for the community:

1. To develop a sense of active input into the education of its young people.
2. To see the realization of the school as a central unifying force in communities that have little holding them together besides proximity.
3. To see the development of cultural and recreational centers as an outgrowth of this involvement.
4. To experience, with the school district, the realization of the development and coordination of total community resources in the education of its children.

The Teacher Corps staff, with the cooperation of school officials and teachers, has already facilitated the awakening of a new spirit of involvement and enthusiasm and hope in the target communities of Fountain and Irving schools. This present state has been largely achieved and the effort spearheaded by the Cross-Cultural Coordinator of the Teacher Corps staff.

B. Explanation of Portal School Planning Committee

Diagram



1. The Portal School Planning Committee is made up of people from the public school, the college and the community.
2. The community has two sub-committees (Fountain-Irving) which gives direct input to the main committee.

C. Community Persons Involved in the Planning of Community-Based Education.

The members of both community committees, Irving School Community Committee and Fountain Community Committee have been involved in the planning of the community's participation, and are listed below:

Irving School Community Committee:

Dorothy Hilsinger, Jennie Torres, Sue Gary, Eulogia Martinez, Blanche Ballou, Phyllis Aranda, Ernie Romero, Pat Lopez, Evelyn Martinez.

Fountain School Community Committee:

Onita Fisher, Mariann Shriver, Nancy Woodbury, George Ibanez, Rose Ibanez, Violet Alvarado, Teresa Gallezos, Jack Dice, Victor Roybal, Eva Montoya, Gerald Barbara, Josephine Montez, Melita Lobato, David Montoya, Jessie Baca, Mary Mestas, Carolee Saccomanno, Virginia Wilson, Jack Rabanquin, Betty Rabanquin, Jennie Harpel, Aurora Pena, and Floyd Pena.

D. Community Based Education Staffing Pattern for Portal School.

Community Coordinator:

Duties:

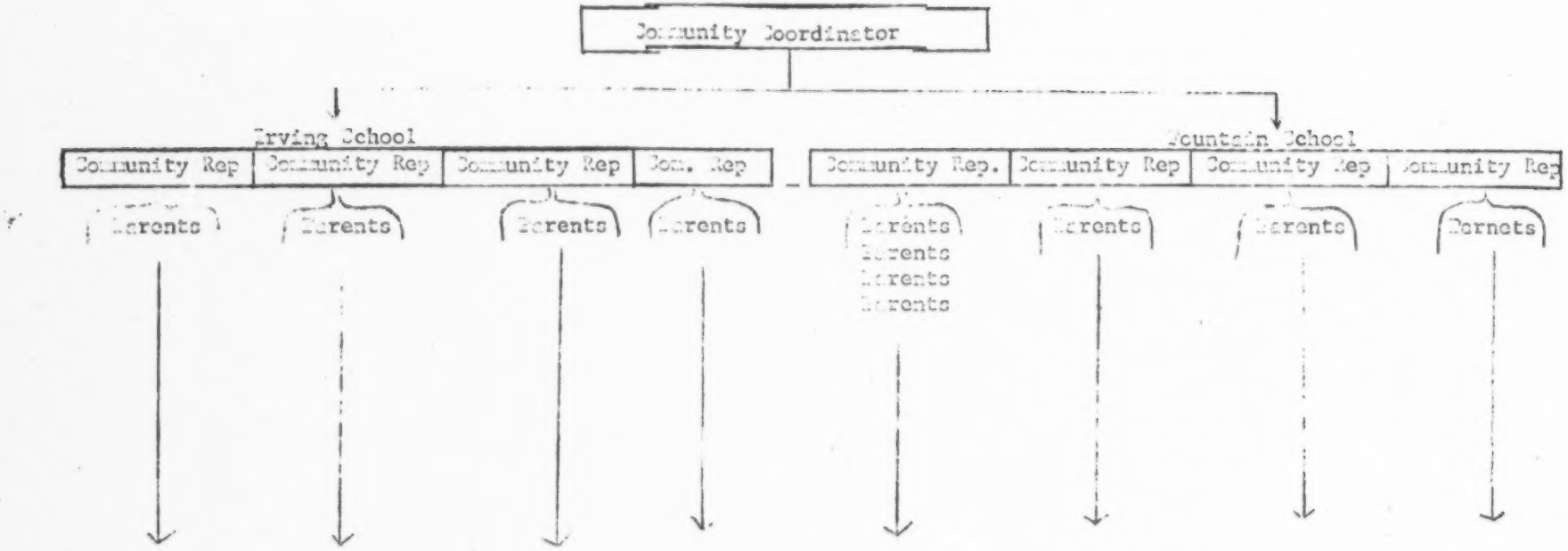
1. Oversees the intern orientation to the community and develops a plan which will include the community representatives.
2. Oversees the community-based activities that the interns will be involved in.
3. Will be responsible for the preparation of appropriate amendments to the volunteer component, with the assistance of interns.
4. Will be responsible for the training of interns in methods of reaching and relating to parents of the children they teach during preservice and inservice.
5. Will have full freedom and responsibility to enter the schools to work with interns. Ground work for this has been laid in the two "portal schools" by the involvement of the Cross-Cultural Coordinator in the present 5th cycle.
6. Will assist the college development specialists in assessing intern module completion.
7. Will assist community reps, in understanding their role developing leadership skills and understanding Portal School vocabulary.
8. Will identify the needed community resourses.
9. Will be involved in the development of all workshops which have a community component during preservice and inservice.

This person has not been identified yet, however District #60 has personnel in its present Community Liaison Office who have the contacts in the community as well as the full freedom to enter schools and assist in community related problems. These Liaison Officers have worked with interns in the 5th Cycle and therefore, the community coordinator would be free to work with interns in and out of school

Role of Community Representative:

See duties under Volunteer Component.

COMMUNITY-BASED EDUCATION STAFF*



* See Volunteer Component for explanation of community representativ.

E. Community-based Education Activities.

Community-based Education activities in which the intern will be trained to work.

1. Interns will be required to visit homes of the students, not to discuss problems but to help in the development of a sense of active input into the education of their youth children.
2. Interns will be involved in setting up special interest classes during and after school hours both for school age children and community members. These interest classes have been identified by the community members as: art, cooking, sewing, shop, Spanish, grooming, and special hobby clubs.
3. Interns will be involved in the development of cultural and recreational centers in Pueblo's eastside.
4. Interns will be involved in the setting up of tutoring programs in school and out of school, cross-age or parent tutoring.

F. Living in the Community.

The community representatives of the two Portal Schools will be assigned to assist the interns in locating housing in the school neighborhood in which the intern will be assigned. All interns will live in the neighborhood of the elementary school in which they will be doing their internship.

G. College Credit

College credit will be provided for the interns for the experiences provided in preservice which will serve to prepare them for the community-based education activities. This credit will be part of the credit given for pre-service.

Interns will also receive credit for this preparation while completing the modules in the different courses during inservice, since the majority of the courses included community-based modules. The section on "socio-cultural competencies" in the competency list also prepares interns for Community-based Education. (See Section VII)

As specified in the pre-service plan the interns will receive community-based education of experience which will be field-based.

The eight present community reps of the Mortal Schools will be heavily involved in the above training of interns not only during preservice but also during inservice. These persons are: (To be filled in after the 4 reps are selected at Fountain School.)

H. Volunteer Component

1. Community Representatives.

Both elementary Mortal Schools have been broken down into four natural geographical areas. Each area is represented by a community representative. These eight community reps will work 15 hours per week and will be paid through Volunteer Component Funds. The eight community reps' work will be coordinated by the Community Coordinator.

In the present 5th Cycle, three such community reps are working in the Irving Elementary School area and are funded through the present Volunteer Component. Four community reps are working in the Fountain Elementary School area and are funded through the Community Development Funds of the 7th Cycle Planning Grant from the office of the Bureau of Educational Professional Development Act.

It was found in the 5th Cycle Volunteer Component that the community reps were able to bridge the gap that had long prevented communication from developing between parents and teachers. The majority of the community reps' services were concentrated on the Chicano and other disadvantaged portions of the community. The following is a list of duties which was adopted by the present community reps and will be used as a basis for the duties of the 7th cycle community reps.

2. The Duties of the Community Representative.

The first thing the community rep must remember is that she (or he) is working to help bring about better communication between the homes and the schools. The duties defined here are only a part of the job, as each rep's duties may vary as individuals communities vary. When a rep has learned the ropes, innovation then becomes the keynote to his (or her) success in truly bridging the home-school gap.

A. Serving the school

1. Get acquainted with the teachers and school administrators
2. Obtain records on children needed by the school
    a. Birth records
    b. Health records
    c. Changes of address
3. Help with kindergarten registrations
4. Obtain psychological testing and other permission slips where has been unable to do so.
5. Check on absentees--let teachers and administrators know what problems cause a child to be chronically absent from school. Help them solve the problem in an understanding way.

6. Bring parents who have never come to the school to parent teacher conferences. Stay during the conference to interpret for the parent and teacher and to help each one feel more at ease.

7. Help teachers identify problems of children that are causing the teachers concern.

   a. Why is Juan late for school every morning?
   b. Why does Maria fall asleep in class every afternoon?

8. Work closely with school nurse.

   a. Take sick children home if parent cannot do so.
   b. Check to see if child who is ill has seen the Doctor.
   c. Explain in simple terms the need for personal hygiene to the parent and child.
   d. Help parents arrange appointments for their children with doctors, clinics, dentists, optometrists.

B. Serving parents and the family.

1. Get acquainted with the family before trying to tackle any school problems.
2. Listen to their problems with compassion, patience and understanding.
3. Know the different resources to contact for every need the parents have, such as Welfare, Social Security, Health Department, social organizations, Legal Aid Services, priests, ministers, Internal Revenue and other tax offices, clinics, doctors, etc.
4. Write letters for people who can't read or write. Read and explain their business mail to them.
5. Explain the benefits of good education to children and parents.
6. For those eligible, get assistance in paying for book fees and school lunches, where this help is available.
7. Remind parents when milk money or school picture money should be sent.
8. If possible, obtain and deliver clothing and shoes to families whose children don't have enough to wear to school.
9. Arrange individual conferences with the teacher if the parent has a problem to discuss regarding a child.
10. At times, the home-school rep will be used as a sounding board for marital problems. Keep these confidences to yourself. Don't let yourself become personally involved. If you do, you will no longer be effective in helping the family.

11. Don't visit just problem families. Call on people from all walks of life.

C. Serving children

1. Make friends with the child. Praise him.

2. Listen to teenagers' problems when they ask for help. Advise them to the best of your ability, or direct them to the right resources where help can be obtained.

3. Encourage high school dropouts to take advantage of the High School Equivalency Program, Job Corps or other programs available. Arrange testing or interviews for them.

4. Help children enroll in summer programs such as swimming, youth enrichment, etc. Make sure they have adequate transportation.

5. "Rap Sessions" for youngsters lacking direction may be started by the reps.

D. Service to Interns.

1. Assist interns in obtaining housing in school neighborhood.

2. Helps in providing necessary orientation to the community during preservice.

3. Help interns in making initial home visitations.

4. Assists interns in attending community-based programs of the Volunteer Component.

Once the 7th Cycle Project has been funded the community involvement for the three participating schools will be looked at in light of the community participation of the two Mortal Schools when the interns arrive on the project site for preservice. There will be a team of Community Reps (4), working in each Mortal School who will have participated in community reps workshops similar to the one held in November, 1971 for the present community reps. See attached agenda.

Community-based Education.....11

3. Intent to Amend Volunteer Component.

At the present time the two Mortal Schools have a solid broad-based community involvement component. It is hoped that the other three schools, Mellbeck, Goodnight and Jefferson will, during the first two months after the interns arrive at their school, to begin their intership, look at the community involvement aspect of the two present Mortal School as well as other community involvement patterns.

These schools will each set up a Community involvement plan upon which the principal, teachers, community members, interns and school district liaison counselors have agreed. This plan must be one which fits the school community and should not be an exact duplicate of the one found in the present Mortal School. However, the ideas of the community involvement of the two schools should be looked at in setting up this plan.

Once this has been done the Volunteer Component will be amended to fit their plans of the three participating schools.

J. Cross-Cultural Component

The Cross-Cultural Component as developed and field tested during the 5th Cycle will be implemented similar to the method used in the 5th Cycle Teacher Corps Program. The Cross-Cultural Component will continue to be integrated into the courses offered to the interns, which utilize a modular approach. Modules have been developed in the majority of the education courses as well as the psychology courses, which stress or address themselves to the objectives found in the Cross-Cultural Component. See appendix for Cross-Cultural Experiental Component developed during 5th Cycle.

The majority of the Cross-Cultural Modules are also modules on Community-Based education, since the communities in which the interns will be living and serving their internship, are predominantly Mexican-American or Chicano communities, and the Cross-Cultural Component stresses the interaction of the interns with the community.

Examples of these community-based, cross-cultural modules which are found in the education and psychology courses are in appendix D. For other examples see Section III. 6. Socio-Cultural Competencies of the Competency list of Interns Student Teaching in appendix C.

Chapters 1, 5, 6, 7, 9, and 11 of Social Psychology are modules which pertain to the Cross-Cultural Component. See appendix D for samples.

Community Awareness Experience: in the Cross-Cultural Component.

The Community awareness experience will begin the second week of pre-service and will last four weeks. The experience will be conducted in both the schools and communities to which the interns have been assigned. During this time the interns will begin to seek housing within their communities. The primary facilitators for this experience will be the Community Coordinators and the Teacher Corps Staff.

The interns will focus his attention on:

A. Who am I (an understanding of himself)?

B. What is the Chicano Culture?

C. What is the Black Culture?

D. What is the White Culture?

E. A High-Intensive Language Training Program (HILT) in Spanish

The modules developed during the Southwest Cross-Cultural Workshop held at Southern Colorado State College on August 3, 4, 5, 1971, will be revised before pre-service. For examples, see Appendix D.

COMMUNITY REPRESENTATIVE WORKSHOP

November 8-12, 1971

This workshop consists of six (6) sessions. Three sessions will be held in the elementary schools, one in the community and two in community centers.

Session I - _____ 8, 1971 Fountain School basement

Objective: Participants will be able to explain briefly the following terms; Portal School, Community Representative, Teacher Corps.

9:00 - 9:30 Coffee and introductions - Sal Gallegos
9:30 - 9:45 What is the Portal School? - John Garnett
9:45 -10:45 What is a Community Rep? - Stella Chavez
10:45 -11:15 Coffee and discussion on role of community reps
11:15 -11:30 What is Teacher Corps? - Juan Trujillo
11:30 - 1:00 Lunch

Session II Fountain School basement

Objective: Participant will be able to explain briefly having the following function in the Portal School; Liaison Office, Team Teaching, Individually Guided Education.

1:00 - 1:30 How will the Liaison Office function in the Portal School? - Leo Lucero
1:30 - 1:40 What is team teaching? - Team leader
1:40 - 2:00 What is I.G.E.? - Unit leader
2:00 - 2:45 Rap-up of the day's activities.

Assessment: Answer the questions on the post assessment over the above terms.

Session III _____ 9, 1971 Fountain School, Irving School, Washington School

Objective: Clarify role of the Community Rep. in the elementary school.

9:00 - 11:00 Clarify role of community rep in specific school. conducted by principal and his staff.

Please cover following points:

1. Role of other school personnel, by those individuals, nurse, teacher aides, teachers, unit leaders, secretary, etc.
2. Community Reps' role in school.
3. Community Reps' role in the community.
4. School building resourses, equipment, building staff available to Community Rep.
5. Access to school information.
6. Schedule follow-up meetings to explain other school programs, lunch program, teacher conferences, obsences, etc.

Assessment: Community Rep will be able to explain his role as it relates to the elementary school.

Session IV, [illegible] 10, 1971 Guadalupe Center

Objective: Develop skills in communicating with parents in the community.

9:00 - 9:15 Introduction on how to make a home visit - Sal Gallegos.
9:15 -10:30 Role play a home visit. Each Community Rep. will role play a home visit. The other community reps and the liaison counselors will critique the role playing.
10:30.....Coffee
10:45 -11:30 Problems solving techniques - Ron Bigelow
11:30 - 1:00 Lunch
1:00..... Make two home visits, one with the liaison counselor in your area and one on your own, this will be set up by the liaison office, Wednesday afternoon and all day Thursday to complete the two visits.

Assessment: Friday morning.

Session V, [illegible] 12, 1971 North West Community Center

Objective: Debrief home visits and begin your own community resourse list.

9:00 - 10:00 Debrief in teams - C.R. and liaison counselor.
10:00 - 10:30 Debrief in large group
10:30..... Coffee
10:45 - 11:30 Dale Drummond - Guidance Department - Presentation of beginning total Pueblo community resourse list.
11:30 - 1:00 Lunch
1:00..... Objective I
Develop community resourse list. Neighborhood city agencies, community agencies, district 60, college, people, etc.
Objective II
Identify C.R.'s area of expertise.
Objective III
Plan follow-up meeting in each school.

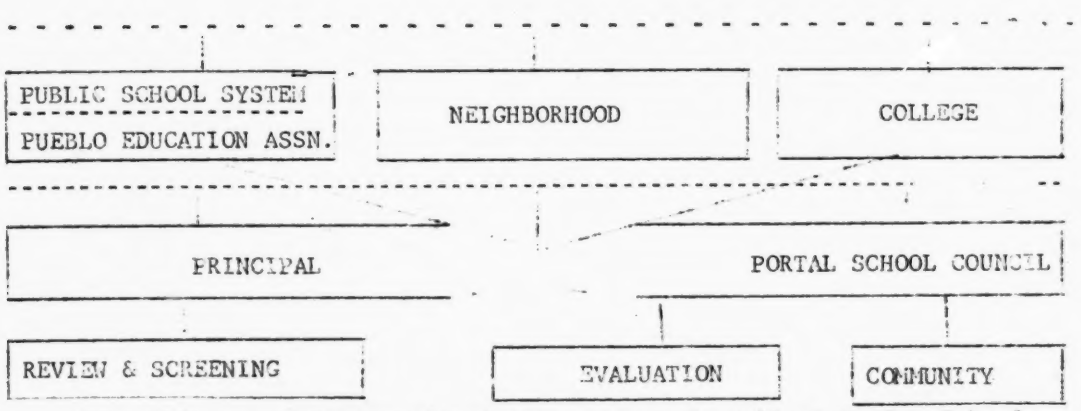
Portal School Council

Both of the present portal schools have agreed to establish a Portal School Council. Fountain School has chose n the term Portal School Council; Irving school has decided to continue to use the I.G.E. term Instructional Improvement Council, however expanding it to include more community parents. The make up of the council is explained below and its functions follow.
There are three main groups which compose the council, school district personnel, community residents and college personnel.

1. Make up of Portal School Council at Fountain school.

   (A) 3 parents (1 community representative)
   (B) 2 teachers
   (C) 1 college professor
   (D) 1 intern
   (E) 1 principal
   (F) 1 community aide

   9 total members — 4 community members



II. Make up of Instructional Improvement Council at Irving School.

   (A) Six parents, which include; 1 community rep., 1 teacher aide, 2 parents from community, 1 P.T.A. officer, and 1 parent who is also on the school district's Title I council.
   (B) 4 unit team leaders (1 from each team)
   (C) 1 intern
   (D) 1 college professor
   (E) 1 principal
   (F) 1 Teacher Corps team leader - teacher coordinator
   (G) 1 L.E.A. Coordinator floating member

   15 Total members — 6 Community member

In the interest of having a tight administrative unit and to avoid duplication of effort, a number of standing committees whose members may serve one or two year terms, but whose chairman will come from within the membership of the Portal School Council should be established. Other sub committees could be provided for on the basis of a stated need.

The following sub committees should be standing committees:

A. Screening and review committee-which will make recommendations to the Portal School Council on the selection of the following:

1. Portal School staff members.
2. Portal School college interns.
3. Portal School coordinators.
4. Portal School Teacher Corps staff.

B. Community Committee-the present Community Committee of the Portal School Planning Committee should evolve into this sub-committee of the Portal School Council.

C. Evaluation Committee- would evaluate the work of the interns in school, college courses and community activities, and would have to have personnel from the three groups on it.

Function of the Protal School Councils for Irving and Fountain Elementary Schools

1. The Portal School Planning Committee will develop and agree upon a statement of philosophy, purpose and function of the council that is in agreement with the previously accepted "Sharing Responsibilities" document. Please refer to enclosure #2 - "Sharing Responsibilities Paper".

2. Plans for such a council will take into consideration the nature of the respective school's neighborhood agencies - socio-economic, etc. in order to develop adequate procedure for equitable representation for neighborhood, college and public school system. Also, consideration should be given to the present relationship of the particular school and neighborhood persons along with those outside influences that tend to divide and/or unite school and neighborhood people. Moreover, equitable representation on such a council will serve as an organizational scheme that will allow democratic operative election and deselection. Self adjustment and regeneration as resolute elements of any legitimate body, require a feeling of importance to be demonstrated by all participating on a Portal School Council.

Hence, a Portal School Council is neither an advisory council nor a controlling council, but rather, a type of facilitation council for all planning and implementation activities necessary to help children learn in an individualized program of instruction.

Another major function of this council is feedback in terms of an efficient information system including all those people involved in the Portal School (parents, other agencies, college and public school personnel). With assistance, the council should develop its own public relations procedure which will then become the basis for a management scheme in order to keep the program flexible and consistent with neighborhood needs, problems and dreams.

Career Ladder

Seventh cycle intents to develop a Professional Growth Career Ladder. Discussion as to the need for alternative patterns of instruction at the elementary level suggest that colleges enter into a type of consortium in order to prepare personnel in a multi-unit instructional system. Efforts should be made to provide every role levels in team teaching configuration the opportunity for professional training and certification. We intend to explore the above consortium in order to provide the following sample training levels for:

1. Community Representative and Teacher-Aide Certification-AA degree
2. Under graduate interns - BA degree.
3. Certified instruction staff - MA degree
4. Certified instruction staff - Specialist degree
5. Other qualified personnel - D. Ed. degree

The consortium of schools of higher education should include other supporting educational establishment agencies in the state and region as potential resources. This we think is an ambitions endeavor, however, we feel it is necessary to facilitate a Portal School.

Long-range objectives shared with the college by the school district are (1) the use of the protal schools as training centers for other teachers and administrators in the "career-ladder" scheme and (2) the use of the portal schools and their satellites as new entry levels for community members who wish to become involved in the teaching field, much as Teacher Corps has provided a new entry vehicle for many students to enter the teaching profession.

The immediate concerns of the communities center around two things: (1) the mechanics of their functioning in the entire scope of the Portal School Project and (2) their own training needs to allow them to function effectively and responsibly in the program.

In the first area they are concerned about continued expansion of community involvement in the committee meetings and are undertaking, particularly in the Fountain area, a rather intensive education effort in the community about the Portal School Project.

They are contacting new families coming into the community as residents as well as those residents whose children had attended the (now closed) parochial schools. They are also bringing new people to the community meetings where they are dealing with the issue of selection criteria for the various positions in the committees as well as the teaching units.

In terms of training they have established the following needs:

1. Training as Portal School Council members
2. Training as community aides on the teaching teams
3. Training as community parents
4. Visiting other community-based elementary education programs.
5. Training in community involvement techniques
6. Training in curriculum needs assessment relative to the community outside of the school
7. Training in auditory and visual perception identification techniques.

Summing up the current level of interest and involvement, the community people are "turned-on" and anxious to proceed!.

Sharing Responsibility For School Decisions

A continuing problem faces those responsible for public education: how best to involve people in decision making. Both common practice and professional writing support the view that persons affected by a decision should help make it. Without this participation, those who implement a decision or who are otherwise affected by it often destroy its effectiveness with their resistance or lack of enthusiasm.

On the other hand, involvement has often led to difficulties. People have tried to go beyond the matters at hand and with which they are involved. They meddle in other matters, and try to make decisions for which they do not possess knowledge or experience. Sometimes, too the participatory approach has created issues affecting system-wide consistency or the legal responsibilities of school authorities.

The most common way of obtaining participation has been through advisory bodies. Groups of persons have been charged with studying certain matters and making recommendations to the individual or body formally charged with responsibility for decision-making. Often constant reminders have been given to the individuals involved that their role is purely advisory. These reminders have implied to many people that their ideas carry little weight and have slight chance of implementation. In consequence, lowered morale, interest, and activity may result.

This paper seeks a resolution of the issue which has just been outlined. It attempts to propose a way of sharing responsibilities which will both fulfill the requirements of the law and the concerns of school authorities on the one hand, and stimulate effective involvement on the part of interested parties on the other. Its ideas are based on the following assumptions:

1. In a democratic society no one ever possesses complete authority: Congress is subject to the U. S. Constitution; public officials answer to the electorate; a school superintendent receives his authority from the school board.

2. The relevant issue is not so much that of who possesses authority in a given matter, but rather is one of stating the conditions and procedures by which such authority is controlled and made answerable to others.

3. The best efforts of people are enlisted when they feel the confidence of others and believe their efforts will lead to action.

Therefore, it is recommended that school authorities from time to time delegate to various persons and groups certain of their powers in a manner analogous to the way that they delegate certain functions to the school

superintendent and his staff. Further, similar delegation can be undertaken by school personnel. It would be understood that all decisions or actions taken in accordance with such delegation would be subject to validation on the part of those making the delegation. The work of subordinate persons and groups would require confirmation in a manner similar to that in which a board of education confirms the personnel appointments and promotions made by a school superintendent, who has himself confirmed the similar earlier actions taken by individuals in his personnel office. Confirmation is not always forthcoming, nor is it ever automatic. However, it is usually forthcoming, and extensive debate and change are rare. The emphasis is positive: there is the assumption that those to whom responsibility has been delegated are trusted and that they will normally exercise the responsiblity in a manner that justifies the trust.

Rarely is the superintendent reminded that his role is advisory to the board of education. Rarely is a subordinate administrator reminded that all his decisions are subject to review. The line of authority is there, and all know it to be there, but the usual emphasis is upon confidence and agreement rather than suspicion and doubt.

There are many areas in a public school system where delegation of authority is appropriate, subject, or course, to the implicit understanding that this authority stems from higher sources. This is particularly true where a neighborhood or other geographic subdivision has interests which its members feel are unique, or at least sufficiently different from district-wide concerns to warrant special concern. Fields in which decisions might give special attention to local needs and conditions include courses and course content, use of community resources, school-community relations, special needs of children and special help for them, and cross-cultural relations. It is suggested that decisions can be made locally in one or more of such areas in a manner analogous to that described in the illustration used above dealing with personnel activities.

Many past difficulties in sharing responsiblity have grown out of a failure to think through sufficiently in advance the details of such delegation. The principal reason why the advisory role of a group has been so much stressed is that the delegating authority has feared decisions will be made which they cannot accept. However, it is possible so to limit the power of a body that one can virtually guarantee acceptance of its decisions. For example, if one is not willing to allow a group to develop a proposal on its own, it is still possible to permit the group to choose among two or more proposals which are already satisfactory to the delegating authority. Or, the scope or budget of power of a body can be made as narrow or as limited as the delegating authority may wish. Or, guidelines or other limitations can be specified, to which any decision made by the subordinate body must adhere.

The following guidelines are suggested to safeguard the rights and responsibilities of school authorities while simultaneously maximizing the value of local participation:

1. Members of any group to whom responsiblility would be delegated should be chosen with great care. Both the delegating authority and the constituency to be represented must be satisfied with the individual chosen.

2. The budget of power of the body involved should be precisely described. That is to say, the areas within which they are asked to make policies and decisions should be specified. Presumably the body would have no powers at all outside the specified areas. Furthermore, the specification should be very definite, e.g., "to decide what extracurricular activities would be offered within a budget of X dollars" rather than "to make what curricular offering will be provided in the area of intercultural curricular offering will be provided in the area of intercultural relations to a limit of so many hours a week and such and such limitation on the use of facilities and size of class," rather than "to make recommendations regarding intercultural learning experiences".

3. The procedures for approval, endorsement and implementation by delegating authorities should be spelled out, with particular reference to promptness of such response.

4. Reports, records, and other relevant items expected from the group and its members should be spelled out in advance.

5. Instructions and limitations governing a delegation of authority should be made available in written form to the persons or groups charged with a responsibility. This document should be fairly extensive--at least equal in detail and specificity to a constitution or set of by-laws for an organization. This written document can be thought of as analogous to the job description of a regularly-employed member of the district. Since day-to-day contact with specially charged bodies is not possible as it is with a regular employee, the charge must be developed in more detail than would a job description.

The essence of the proposal, then, is that careful formulation of the charge given to a group can go a long way to insure that decisions made will almost inevitably be acceptable. To insure both wide-spread participation and high morale among participants it is vital that a framework be provided within which positive action will normally occur. It is hoped the foregoing suggestions indicate a way to obtain the benefits of a participatory approach within the framework of responsible control of education.

APPENDIX D

COMMUNITY INVOLVMENT IN PORTAL SCHOOLS

Proposed Portal School
Development Sites

Community Involvement in
Portal Schools

SOUTHERN COLORADO STATE COLLEGE
Pueblo, Colorado

June, 1972

RATIONALE:

The goal of the Southern Colorado State College-- Pueblo School District 60 Portal School Development Site, will be to develop a strategy for meaningful community participation at two levels: 1) the instructional level, and 2) the educational policy-making level. The process for this meaningful participation will be explained below, under the section entitled "Communications System". The purposes and expected outcomes of such a strategy will be explained first.

Presently all Teacher Corps Projects in the nation, as well as Bilingual Projects under Title VII, Head Start Projects, other O.E.O. Projects, plus the majority of the programs in the U.S. Office of Education, require, very vaguely, some type of community involvement. This involvement may be spelled out as participation on a steering committee, in the developmental stages of a project, in the decision-making process, or in the selection of project personnel.

One of the major problems is that the community members interpret this one way, while school administrators and teachers, many never having had community participation at their levels, interpret it differently. Community members who are informed of a project, stressing community involvement coming into their school, wholeheartedly embrace the concept. They feel that at last the school will respond to their community needs, but find that they are slowly relegated to a position of being present when decisions are being made, but not participating in those decisions.

Administrators and school faculties on the other hand, also embrace the idea that at last they will know what their community's needs are, are; however when community members are present during decision making and they don't speak up, many administrators and school faculties feel that the community members either approve of what they are doing or are uninterested in the education of their children.

The point is that many community members as well as school personnel believe that if community members are present in a meeting, they are also participating in the decisions being made at that meeting. Far too frequently, community participation has been interpreted by everyone involved as community presence.

Within the SCSC - Pueblo School strategy three different types of community participation have been identified: the first has been described above as community presence, the second and third mentioned in the first paragraph as goals of this developmental site, are meaningful or active participation in (1) the instructional decision and (2) the policy decision making levels.

Instructional decisions are those which are made by teaching teams, curriculum specialist, principals and sometimes, some teachers. These decisions directly affect what is going to be taught in a classroom, how it is going to be taught and who is going to teach it.

Policy decisions are those made by a principal's round table, an advisory committee, a lone principal or sometimes a director of elementary instruction. These decisions directly affect the total curriculum of a school, selection of teachers, promotion, transfer of teachers, budget, and other duties listed under administrative details, but

which directly affect the philosophy of a school building.

It is felt that most schools have experienced the first level of community participation - community presence. Examples of community presence are: parents present at P.T.A., steering councils, project development committees, selection committees, teacher aides, community liaisons, contact workers, members of principal round tables, and instructional improvement councils. It is further felt that this level or presence of community members is unacceptable. This is not the type of community participation which the U.S. Office of Education is seeking when requiring schools to commit themselves to community participation.

The SCSC - Pueblo School Portal Schools Development Site will serve the following purposes:

- To develop training programs at each level (1) community presence, (2) the instructional decision level and (3) the policy decision making level.
- To develop training programs for each role level involved in each level, (1) community members (2) teachers (3) administrators and (4) college personnel.
- All training programs will focus on making each role more receptive to each others ideas and make each role more encouraging of the others' viewpoint.
- All training programs for community members will be developed to provide the community members the skills to assist them in adjusting to their ever changing role in their communities.
- All training programs for community members will assist them in communicating with desision maker in other areas of his community, e.g., police, poverty programs, city government, etc.

One Portal School within the SCSC Pueblo School Teacher Corps Project has been selected as a development site. This school, Fountain Elementary School has had community participation at the first level throughout the history of the Portal School Development which began 19 months ago and is ready to move to the next level of community participation.

One other non-Portal School which has had less first level involvement will be selected to participate in this Developmental Site.

The facilitating agent for achieving the objectives stated above and the training programs described, is the Communications Component of the 7th Cycle program. The effort of this component is to develop a more open communications system that has some far-reaching implications in terms of 1) free-flowing and accurate information among the participating communities and their schools; 2) the establishment of a socio-emotional environment that allows for free exchange of constructive feedback; and 3) a high degree of receptivity to learning from each constituent in the program, from the problem child to the conservative, traditional teacher, to the community activist, to the authoritarian administrator, etc.

The resources provided through this proposal would allow a concentration of effort in two schools, as mentioned above, without detracting from the programswide effort involving the other participating schools. Acceptance of this proposal would allow the development of these two schools as models for the entire school district as well as exemplary programs for other Teacher Corps Projects.

In addition to participating in the program-wide communications component, described briefly later in this document, special workshops for community people and L.E.A. staff people of the two schools in the development site proposal will be conducted by Teacher Corps Staff.

These workshops would be designed for each level of participation mentioned above as readiness is indicated by the communities and the L.E.A. staffs.

At the first level of involvement the objectives would be two-fold

1. To develop abilities on the part of both community people and L.E.A. to identify and articulate specific sources of fear, frustration and confusion towards one another, as opposed to the generalized feelings that now exist.
2. To develop a climate that allows for free expression of those feelings.

At the second level of involvement the objectives would be two-fold also:

1. To identify specific individual and community resources of both an environmental and cultural nature that would enhance the child's educational experience in the school.
2. To establish the confidence to assert those to L.E.A. people and to build receptivity on the part of L.E.A. people to integrating these resources in the school curricular program.

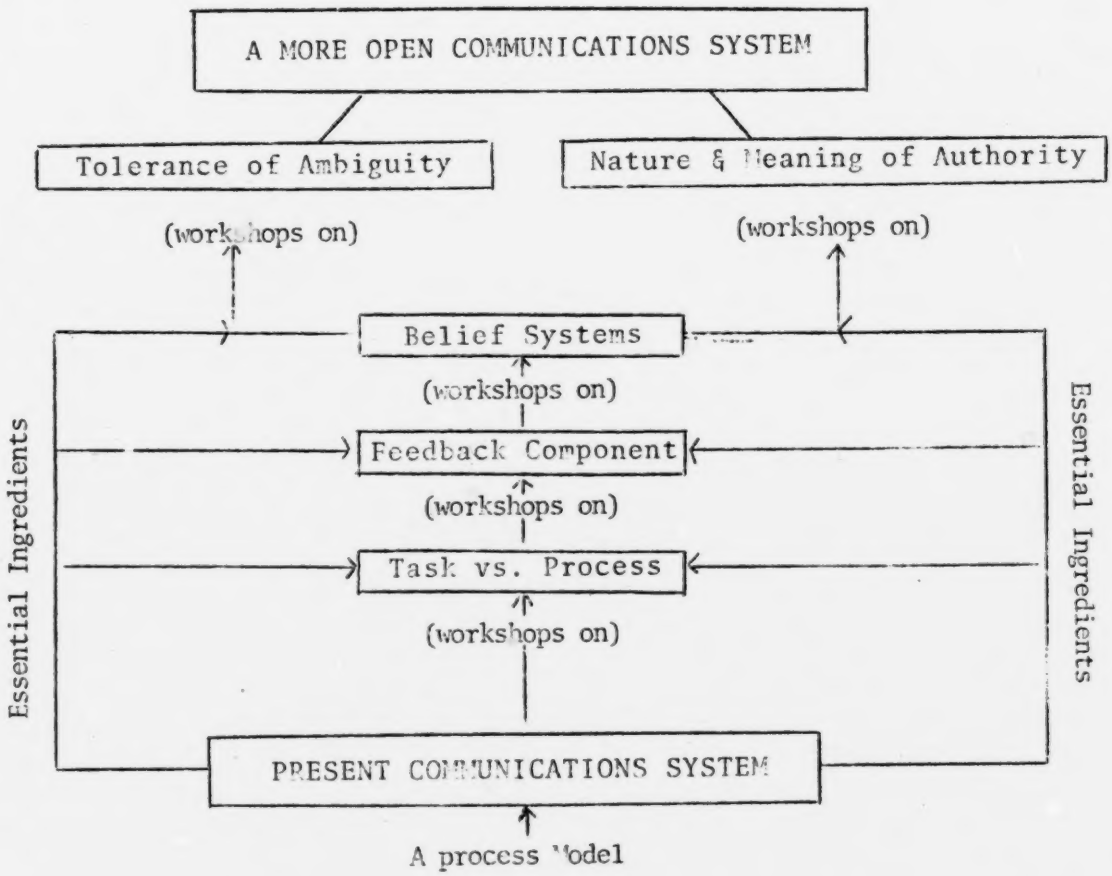
At the third level of involvement the objectives would be to provide training in decision-making and problem solving for the community people who have emerged as genuinely representative of their community

Assessment instruments and case descriptions would be developed at each stage of growth that could be used for other problems. Some of those instruments have already been defined and are briefly described later.

One of the more subtle dangers inherent in such as undertaking is that providing these training programs may lead to establishing a new structure in the community and that those participating in the training may lose their base of support in the larger community as well as their identity with it. This caution would be attended to in each workshop. Baseline data for this possibility will be collected from those community people who have participated in 5th Cycle programs for the past two years.

On a program-wide basis, and aside from the work on the individual needs of specific school-community situations, the following model of sequenced learning activities will take place over the next two years.
(See next page)

Briefly, what is meant by the sequenced learning activities is that in terms of the essential ingredients of an open communications system a solid foundation of awareness needs to be developed among the participants in the system of the following areas: 1) The nature of the relationships that can be identified between Task and Process. By "process" we mean not only how things get done but perhaps more importantly the affective arousal and involvement of individuals engaged in working towards mutually agreed upon goals. 2) The implications and characteristics of a healthy descriptive feedback system that allows for maximal self-correction and modification of behavior. 3) The


A MORE OPEN COMMUNICATIONS SYSTEM
Tolerance of Ambiguity
Nature & Meaning of Authority
(workshops on)
(workshops on)
Belief Systems
(workshops on)
Feedback Component
(workshops on)
Task vs. Process
(workshops on)
Essential Ingredients
Essential Ingredients
PRESENT COMMUNICATIONS SYSTEM
A process Model

generation and dissemination of data about individual belief systems. This may be the most critical awareness involved in the human communication process. 4 & 5) Subcomponents of the belief systems are those aspects that reflect individual tolerance levels of ambiguity and uncertainty and their values about the meanings of authority.

The workshop methodology will be the major vehicle for providing intensive learning experiences in each of these areas over the next two years. Each workshop will be open to all participants in the Portal School effort. Initially, the notion is that the workshops will be conducted for peer group constituencies until the climate-environment becomes open enough to mix the constituents'groups in the learning activities.

The hypothesis being tested is that as a result of exposure to the above described kinds of learnings, teacher-trainees, professional staff personnel, community people and children in and out of the classroom will demonstrate more warmth towards one another, greater perceptiveness of each others needs, more flexibility in meeting needs of others, more encouraging of individual responsibility and free expression of feelings, more creativity and ingenuity in the communication process (again both in and out of classroom situations, and consequently less reliance on structure and rules for procedure and behavior.)

Pre- and Post-test data for measuring these dimensions of human behavior will be collected primarily through the Harvey, Hunt and Schroeder This I Believe Instrument along with Teacher Rating Sales also developed by Dr. O. J. Harvey through his past several years of research on the

relationships between teachers beliefs, classroom atmosphere and student behavior.

These instruments will be used not only to provide the research data needed but also as vehicles for initiating and generating feedback in the total system. Consequently, participation in most of all features of the communications activities must be on a voluntary, individual choice basis, with a high degree of flexibility to allow respect of individual needs for confidence of information.

Statement of Willingness

The Southern Colorado State College - Pueblo School District 60 Teacher Corps Project would be willing to participate in the Portal School Newsletter and Steering Committee Activities. The primary responsibility for these functions would be assigned to the new and badly needed staff position made possible by this grant - the Information Dissemination Officer.

National Workshops

The first of the two spring workshops would emphasize the community involvement in community based education. The materials that have been used and will have been used, from intern learning modules, to data-collecting instruments, to informal methods, would be shared with workshop participants.

Problems encountered would be indentified as well as alternative strategies for dealing with them.

The community-involvement philosophy would hopefully be applied to workshop participants.

The second workshop would deal with the facilitating agent, i.e. the Communications Component. Areas that would be shared and explored would be:

1. Philosophy and model
2. Workshop designs
3. Development of communication resources in the community and in the L.E.A.
4. Instrumented techniques used
5. Group process methods used.

Projected Staff for Developmental Site

- Cross-Cultural Program Development Specialist. 25% of time.
- Process Development Specialist. 50% of time.
- Community Coordinator. 25% of time.
- Information Dissemination Officier. 100% of time.
- Assistant Cross-Cultural Program Development Specialist. 100% of time.
- Assistant Process Development Specialist. 100% of time.
- Assistant Community Coordinator. 100% of time.

PORTAL SCHOOL SITE DEVELOPMENT

1. Information Dissemination Officer	$ 10,000
2. Three (3) Staff Assistants at $5,000 each.	
a. Staff assistant for Communication Specialist	5,000
b. Staff Assistant for Cross-Cultural Specialist	5,000
c. Staff Assistant for Community Coordinator	5,000
3. Clerical Staff	4,600
4. Out of State Travel	
8 trips at $400 each	3,200
5. Office and Instructional Supplies	
10 months at $220 per month	2,200
6. Consultation	4,000
Neighborhood Consultation	
Teacher Consultation	
External Consultation	
7. Workshop Implementation	
a. Internal Program Development	5,000
b. External Program Dissemination	6,000
8. Total Site Development	$ 50,000

Sharing Responsibility For School Decisions

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The following guidelines are suggested to safeguard the rights and responsibilities of school authorities while simultaneously maximizing the value of local participation:

1. Members of any group to whom responsibility would be delegated should be chosen with great care. Both the delegating authority and the constituency to be represented must be satisfied with the individual chosen.

2. The budget of power of the body involved should be precisely described. That is to say, the areas within which they are asked to make policies and decisions should be specified. Presumably the body would have no powers at all outside the specified areas. Furthermore, the specification should be very definite, e.g., "to decide that extracurricular activities would be offered within a budget of X dollars" rather than "to make what curricular offerings will be provided in the area of intercultural curricular offerings will be provided in the area of intercultural relations to a limit of so many hours a week and such and such limitation on the use of facilities and size of class," rather than "to make recommendations regarding intercultural learning experiences".

3. The procedures for approval, endorsement and implementation by delegating authorities should be spelled out, with particular reference to promptness of such response.

4. Reports, records, and other relevant items expected from the group and its members should be spelled out in advance.

5. Instructions and limitations governing a delegation of authority should be made available in written form to the persons or groups charged with a responsibility. This document should be fairly extensive--at least equal in detail and specificity to a constitution or set of by-laws for an organization. This written document can be thought of as analogous to the job description of a regularly-employed member of the district. Since day-to-day contact with specially charged bodies is not possible as it is with a regular employee, the charge must be developed in more detail than would a job description.

The essence of the proposal, then, is that careful formulation of the charge given to a group can go a long way to insure that decisions made will almost inevitably be acceptable. To insure both wide-spread participation and high morale among participants it is vital that a framework be provided within which positive action will normally occur. It is hoped the foregoing suggestions indicate a way to obtain the benefits of a participatory approach within the framework of responsible control of education.

APPENDIX E

COMMUNITY AND CROSS CULTURAL COMPONENT

TEACHER CORPS
7th CYCLE
PRE-SERVICE

COMMUNITY
AND
CROSS CULTURAL COMPONENT

JULY, 1972

SOUTHERN COLORADO STATE COLLEGE

GOALS FOR INTERNS

- The intern will be provided an opportunity to learn the language of his barrio.
- The intern will be provided an opportunity to learn the life style of his barrio.
- The intern will develop an understanding of Community Based Education as written in the 7th Cycle Porposal.
- The intern will receive a general orientation of Pueblo and Southern Colorado.
- The intern will receive an orientation to his specific school and community.
- Assist in identifying the present level of community - school communication.
- The intern will identify his role in the community as a Teacher Corps intern.
- The intern will develop skills in bi-lingual teaching e.g. teaching English as a second language and teaching Spanish.

CROSS CULTURAL - COMMUNITY MODULES

The preceding goals will be achieved through the completion of the following cross-cultural modules. Each module has it's own objectives.

Module	College Course
High Intensive Language Training (HILT)	Spanish Conversation 221 or other
ESL Modules	Methods and Techniques of Teaching ESL CS-301
Chicano Barrio Track I	Introduction to Chicano Studies 101 or Psychology 103
Chicano Barrio Track II	Introduction to Chicano Studies 101 or Psychology 103
Chicano Barrio Track III	Introduction to Chicano Studies 101 or Psychology 103

A. Title: The Chicano Barrio: Track I Code: Intro. to Chicano Studies 101 - 1 or Psych. 103 - 1

B. Rationale::

While all barrios share common characteristics, each has unique physical, social, and cultural characteristics. The intern should be aware of all types of characteristics in order to understand the community and the people that he serves. The purpose of this module is to privide cognitive knowledge about the Chicano community both specifically and generally.

C. Setting: Independent Study and Small Group

D. Objective:

Upon completion of this module you should be able to define the term Barrio and describe, in general geopraphic and cultural terms, the Mexican American community in which you work to the satisfaction of the community co-ordinator, or the cross-cultural specialist.

E. Prerequisites:

Completion of or current enrollment in a basic Spanish course and completion of or current enrollment in a course in the language of the local barrio.

F. Pre-assessment:

The module includes sources and activities that will help you meet the objective. Complete all of the activities or select those that are most feasible in helping you meet the objective. Consult with Cross-Cultural Specialist.

G. Required Learning Activities:

Group 1

1. Read a barrio or community study from another Teacher Corps Project: (Obtain from Adams State, USC, or other)

2. Look up the terms barrio, community, and ghetto in both English and Spanish dictionaries.

3. Read, North From Mexico by Carey Williams and La Raza by Stan Steiner.

4. Listen to Chicano oriented radio and T.V. programs.

5. Select newspaper articles dealing with Chicano affairs.

Group 2

See current Spanish film in your local Spanish language theater and two of the following:

1. The Mexican American Invisible Minority

2. The Mexican-American

3. Westside Blowup - Crusade for Justice, Denver, Colorado or Commission on Community Relations, Denver, Colorado

4. Describe general characteristics of Mexican-American communities and discuss with your TSA or TC.

5. Listen to Spanish speaking radio station.

Group 3

Identify your barrio's geographical boundaries such as streets, names, section of town, church, rivers, railroad tracks, institutions, highways, recreation facilities, etc. Make a map or survey of your community and compare it with one developed by another intern from another barrio.

Group 4

Rap sessions: Make arrangements for and hold a rap session composed of community coordinator or cross-cultural specialist and interns from

your program to arrive at a definition for the term barrio.

Group 5

Take the Chicano Barrio Teacher Expectations Inventory. Participate in a discussion with the community coordinator or cross-cultural specialist and interns. Provide the community coordinator or cross-cultural specialist with a "Do's and Don'ts" list for a teacher in your own barrio.

H. Additional Learning Activities: None

I. Criteria for Assessment:

1. The definition will include the geographic location within the city and the boundaries of the barrio.
2. The definition will include any unique characteristics (cultural, geographic, economic, political, historical) peculiar to the barrio.
3. The intern should keep in frequent communication with the Community Co-ordinator or Cross-Cultural Specialist during the selection and implementation of the learning activities. During this time, any additional criteria for assessment will be discussed and agreed upon by the intern and community co-ordinator and or Cross-Cultural Specialist.

J. Assessor and Assessment Procedures:

Community Coordinator or Cross-Cultural Specialist.

K. Estimated Time:

One week

A. Title: The Chicano Barrio: Track II Code: Chicano Studies 101 or Psychology 103 - 2

B. Rationale:

Because education is a cultural process, to divorce education from the culture of the learner is to create an artificial educational environment that defeats the purposes of education.

The Chicano has often found himself in such a situation. Sound educational practices demand that we consider the learner in the setting of his own culture; that we provide learning experiences that are compatible with his culture; and that we use his culture to facilitate learning.

For this reason, teachers must remove their own "cultural blinders" se that they can identify learner needs that are culturally-based.

C. Setting: Independent and Large group

D. Objectives:

1. Through experiences provided in this module, interns should be able to identify the culturally-based educational needs of a learner from the barrio in which he works, by producing a case study which will be evaluated by the Cross-cultural Specialist or community coordinator.

2. The intern will be able to identify educational needs of the Mexican-American or Chicano in the United States.

3. The intern will be able to identify specific educational needs of the community he serves.

4. The intern will be able to do a case study.

E. Prerequisites:

1. Satisfactory completion of Track I.

2. Completion of, or current enrollemnt in a basic Spanish course and completion of, or current enrollemnt in, a course in the language of the local barrio.

F. Pre-assessment:

1. Be able to develop a list of educational needs of the Mexican-American or Chicano in the United States.

2. Be able to develop a list of educational needs of your school community.

3. Be able to develop a list of educational needs for an individual Mexican-American or Chicano child in your school.

The list is to be assessed by and discussed with the Cross-Cultural Specialist or community coordinator for assignment of appropriate activities.

G. Required Learning Activities:

1. Read 2 of the following books, as assigned by the Cross-Cultural Specialist.

   a. Education Across Cultures by Miles Zintz (case studies)

   b. Basta: La Historia De Nuestra Lucha, Farm-workers Press

   c. North From Mexico, Carey McWilliams

   d. La Raza by Stan Steiner

   e. The Awakening Minority by Manuel Servin

   f. The Forgotten People by George Sanchez

   g. Documentary Study of the Mexican American

   h. El Grito, Quinto Sol Publications

   i. A Forgotten American by Hernandez

   j. I Am Joaquin, Rodolfo Gonzalez

   k. Mexican Americans of the Southwest, Galarz et al.

   l. Directory for Reaching Minority Groups, U.S. Office of Labor

2. See the following films:

   a. I Am Joaquin

   b. Part I, II, III, and IV of La Raza Filmstrips

   c. Decision at Delano

d. Salt of the Earth

e. Plus films in Track I.

3. Suscribe to and/or read:

a. El Espejo, Quinto Sol Publications

b. El Malcriado, Farm Workers Press, Delano, California

c. Con Safos, Los Angeles

d. Local Chicano Movement paper (contact the Chicano Press Association, C.P.A.)

4. Listen to the following records:

a. Huelga - Thunderbird Records, Delano, California

b. El Esquibel - Thunderbird Records, Delano, California

c. I Am Joaquin - Thunderbird Records

d. El Corrido De Rio Arriba - Hurricane Records, Albuquerque, N.M.

e. Marcha De Delano - Bronze Records Artists Inc.

f. Continue to listen to Spanish-speaking station.

5. Join at least two (2) local Barrio organizations - Chicano education committees, community action groups, youth organizations, institutional organizations, etc.

6. Attend local Chicano productions, examples:

Ballet Chicano
Teatros Compesino de Aztlan

Listen to speeches by Cesar Chavez, Corky Gonzalez or other Chicano heavies.

7. Read a Chicano Who's Show, for example:

Mexican Americans Past, Present, and Future, by Julian Nava

Also contact Asuna Carr Library in Albuquerque, New Mexico for others.

8. Read section on how to do a case study in Research in Educatin by Best.

9. Do a case study of yourself.

10. Select a learner from the Chicano community and begin gathering information. Interview four of the following as to the educational needs of a child in your school.

    a. School teachers

    b. Minister

    c. Other students, friends, and enemies

    d. School nurse

    e. Counselor

    f. Special Education teachers, P.E. specialists, etc.

    g. Principal

    h. All agencies that have contact with learner

    i. Parents

    j. Relatives

11. Review cumulative and health records at school. Make this your last activity so that you will not be influenced by previous comments made by teachers.

H. Additional Learning Activities: none

J. Assessor and Assessment Procedure:

Submit to TSA and Cross-Cultural Specialist or Community Coordinator and one community member for evaluation the educational needs of the general Chicano community, the specific needs in your community, and the case study of a Learner. List and describe the educational needs of the learner you studied in your case study.

K. Estimated Time: four weeks

A. Title: The Chicano Barrio, Track III Code: Chicano Studies 101 or Psychology 103 - 3

B. Rationale:

It is felt that many aspects of the Chicano culture have been destroyed or distorted by individuals, who wanted to learn about the Chicano culture, but who were not sensitive to the Chicano culture. This module would be open for all interns; however, it is especially designed for Chicano interns. It is designed to provide cognitive knowledge about Chicano culture and a particualr Chicano community with its main focus being on the Chicano culture from the Chicano's viewpoint.

The purpose of this module is to provide the skills and knowledge necessary for interns to experience the true feeling of La Raza in depth. The intern entering this track should be truly committed to helping preserve and spread the Chicano culture.

C. Setting: Independent Study and small group

D. Objectives:

1. The intern will be able to rank select readings in Chicano culture according to those that are most descriptive of the culture and conditions in the community he is serving.

2. The intern will be able to identify the philosphies that most clearly parallel those of movements in your local community.

3. The intern will be able to compare the life-styles of a big city barrio and a small town or valle.

4. The intern will be able to describe the local Chicano community.

5. From information obtained during the community study, the intern will be able to identify a particular need in the community and develop a project that will fill that need.

Upon completion of this module, the intern will be able to develop and present a unit on the local community which demonstrates his

E. Pre-requisites: Successful Completion of the Chicano Barrio, Track I, II.

F. Pre-Assessment: This module will require the students to complete a community study of the local Chicano community and to compare and supplement information about the Chicano culture with other types of resource information; to identify materials and resources that can be used to help Chicano students to learn more about their culture and their communities; and to present the materials in a manner that adds to and reinforces a positive self-image. Several experiences are provided for students to gain information and empathy. Most of the experiences are such that interns can be engaged in them simultaneous with the community study.

Related Activity	
5	1. Who are the key figures and key organizations in your barrio?
5	2. What are the community education resources in your barrio?
5	3. Describe the demographic character of your barrio.
5-4	4. Describe the strategies of political action in your barrio.
3-6	5. List your learning experiences outside the school.
1-5	6. Identify and describe the characteristics of sub-cultural groups such as: a. Pachucos b. Chicano hippies c. Penitentes d. Other groups
3-5	7. Demonstrate a working knowledge of the local dialect.
3	8. Describe the relationship of the Chicano community to that of the whole community.

3-5 9. Give examples of civic justice/injustice

1-3-5 10. Describe characteristics of the Chicano family.

4-2-5 11. Describe characteristics of the following groups:

a. the aged

b. women

c. youth

d. immigrants

e. immigrant farm laborers

3 12. Contrast and compare the philosophy of rural and urban Chicanos.

3-5-1 13. Describe the effects of the following institutions on the the Chicano:

a. education

b. religion

c. penal institutions

G. Required Learning Activities: From each of the lists given below, select two readings. Analyze the readings and compare them to the information you have about your local barrio. Rank the readings according to those that are most descriptive and least descriptive of the community you you are serving.

a. Read the following books:

1. Laberinto De La Soledad (Labyrinth of Solitude) by Octavo Paz.

2. La Raza Cosmica (The Cosmic Race) by Jose Vasconcelos

3. I Am Joaquin by Rodolfo Gonzalez

4. Chicano by Lalp

5. History of Spanish Land Grants by Clark Knowlton

6. The Macarran Act

7. Tijerina and the Courthouse Raid by Peter Nakov.
8. Article IV Section 2 of the United States Constitution
9. Article of the Treaty of Guadalupe Hidalgo
10. The Ground Is Our Table by Steve Allen
11. Basta: La Historia De Nuestra Lucha, Farmworker Press.
12. With the Ears of Strangers by Robinson
13. Reyes Book and other resources

b. Analyze the following books as to what the author is trying to say, what is his point, and what in fact he does say.

1. Five Families by Oscar Lewis
2. American Opinion Issue on Tijerina, Chavez and Gonzalez
3. Mexican Americans of South Texas. By William Madison.
4. Across the Tracks by Rabel
5. Forgotten Youth at the Crossroads by Celia Heller
6. Spanish Americans of New Mexico by Nancie Gonzalez

2. Read the philosophy of the following Chicano groups:

1. Brown Berets
2. La Raza Unida Party
3. Alianza De Mercedes
4. United Farm Worker Organizing Committee UFWOC
5. Student Groups MECHA, MAYO, UMAS, etc.
6. Crusade for Justice, Denver, Colorado
7. Other local Chicano groups in your area

3. Develop and participate in an intern exchange between interns in a big city barrio and those in a small town or valle situation.

4. See the following films:

   1. Teatro Compesino N.E.A.

   b. I Am Joaquin

   c. Salt of the Earth

   d. Westside Blowup - Crusade for Justice, Denver, Colorado

   e. Reyes Tijerina

   f. Parts I, II, III, and IV of La Raza filmstrips

   g. Los Compadres

   h. Chicano

   Listen to lecture on the development of the Aztec Calendar; contact Joe Cordova at Southern Colorado State College for tapes.

5. Do a community survey and describe the community according to the following points:

   a. Key figures and organizations

   b. Community education resources

   c. Demographic characteristics

   d. Strategies of political action

   e. Learning experiences outside the school

   f. Characteristics of each of the sub-cultural groups such as:

      Chicano hippies
      Penitentes
      Other groups

   g. The local dialect
   h. The relationship of the Chicano community to the whole community.

   i. Give examples of civic justice/injustice

   j. Descriptions of each of the following groups:

      the aged
      women
      youth
      immigrants
      migrant farm laborers

k. A contrast of philosophies of urban and rural Chicanos

l. A description of the following institutions and their effects on the Chicano:

education
religion
penal institutions

6. Develop a barrio project. One based on life in the barrio or one which will fill a need in your barrio. Some examples are: a comparison of daily life of a student in the barrio and of a middle class Anglo student on film, slides, pictures or written; the history and development of your barrio (recreation project, instructional, educational, organizational, volunteer component, conprehensive Health care, etc.)

H. Additional Learning Activities: none

I. Criteria for Assessment: The intern is to develop, teach and record a unit on the local community which demonstrates his sensitivity to and knowledge of the culture. Please refer to Pre-assessment criteria.

J. Assessor and Assessment Procedure: community coordinator or Cross-Cultural specialist.

K. Estimated time: and 10 weeks

APPENDEX F

MEETING OF THE FOUNTAIN PORTAL SCHOOL COUNCIL

OCTOBER 12, 1972

Appendix F

Meeting of the Fountain Portal School Council
October 12, 1972

Present:

Hattie Watson	Bob Hanley	Bob Cason
Carolee Saccomanno	Jennine Harpel	Melita Lobato
Jean Kessler	Clover Stayskal	Linda Ballas
Bill Roberts	Madeline Wong	Kathy Wiederstien
Chet Flickinger	Myron Roberts	

Myron acted as temporary chairman and opened the meeting with a discussion of a name for this group. Myron passed on the IIC's recommednation that this group be called the Portal School Council to avoid confusion with such terms as expanded IIC. The group agreed to accept this suggestion.

The role levels and persons who will represent each were clarified:

School
- 1 principal (Myron Roberts)
- 4 team leaders (Linda Ballas - Orange
  Linda Stroup - Blue
  Bill Roberts - Green
  Madeline Wong - Gold)
- 1 teacher coordinator (Bob Cason)
- 1 teacher on special assignment (Kathy Wiederstein)

Community
- 1 community representative (Hattie Watson)
- 2 parents, 1 of which is the P.T.A. president (Clover Stayskal, Pat Trujillo)
- 3 teacher aides (Melita Lobato, Jennine Harpel, Carolee Saccomanno)
- 1 community aide

College
- 1 college staff member (Chet Flickinger)
- 1 intern (Jimmy Ruybal)

The person designated as community aide was intended to be a representative from the Volunteer Component which has not yet been funded. The group agreed to discuss its function further before deciding how this position will be handled in the meantime.

The function of this group as described in the 7th Cycle proposal is to facilitate programs in the community, the school, and the college and to act as liaison for these three groups. The specific functions of the group to achieve these goals can be determined by the Council.

Clover asked about the decision-making power and the limitations of the Council. Myron said that the Council would have final work, except that if

decisions are contrary to district policies that he would have to consult with people in the administration. One of our functions may be to explore and test the limits. We wondered what recourse we might have if the district did not agree with some of our decisions. Some people believed that this would be unlikely and if it did happen that we would be given a good rationale.

A question was asked about the relationship of this group to the IIC. Byron stated that the PSC was broader in the scope of its function than the IIC and that the IIC was responsible to the PSC rather than the other way around. Some of the decisions of the PSC may be implemented through the IIC.

The Portal School Council may create sub-committees for specific purposes. The selection panel for Teacher Corpsmembers is one that has operated in the past. Our Community Involvement Committee would be another sub-committee.

Some areas in which we might function are: gathering and distributing information about programs and services, initiating programs, developing instruction, and developing school philosophy.

The group agreed to Byron's suggestion that we elect a chairman and a secretary. Nominations and elections were held. Kathy was elected secretary and Jennine volunteered to help in running off copies of the minutes. Chet was elected chairman. At the suggestion of several members and with the full support of the chairman we decided to select a co-chairman. Melita Lobato was elected. Chet asked Byron to continue as chairman for the remainder of the meeting.

The next meeting was set for Tuesday, October 24, at 3:10.

Byron suggested that we have a monthly report of the interns' progress. Bob, Kathy, Chet, and Ralph Salaz were appointed as a sub-committee to gather such information and bring it to the Council.

Kathy and Chet reported on the proposals that the interns and community were writing for the Volunteer Component and the status of the funding. These proposals call for community boards to supervise the programs and the relationship of these boards to the PSC will need to be determined.

We agreed to identify groups from which we will need information. Some suggestions were: the Community Involvement Committee, the P.T.A., senior citizens, city recreation, and the outdoor education committee.

Meeting adjourned.

Meeting of the Fountain Portal School Council
October 26, 1972

Present:

Jimmy Raybal	Bill Roberts	Linda Ballas
Clover Stayskal	Madeline Wong	Carolee Saccomanno
Melita Lobato	Myron Roberts	Linda Stroup
Jennine Harpel	Chet Flickinger	Bob Cason
Kathy Wiederstein		

By a vote of 4 to 0 the Council decided to change part of the minutes of the last meeting. "That the IIC was responsible to the PSC rather than the other way around." was changed to "that the IIC was responsible for reporting to the PSC." (first line, page two) It seemed to me that there was some interest in designating the group's function as advisory, but also some awareness that our function will evolve as we work together.

Melita Lobato reported that Pat Trujillo will not be able to participate as a member of the Council because of other commitments and that Pat suggested that her replacement be someone who doesn't work at school. I felt that the group agreed not to replace her until after Parent-Teacher conferences to allow time to talk to people who might be interested in serving on the Council.

I heard the Halloween party, TIB tests, and a slide presentation that is being prepared mentioned as topics that were discussed at IIC. Someone asked what the TIB test was and Chet spoke about it. It seemed to me that there was some interest in possibly using a P.T.A. meeting to offer the community the opportunity to hear about and take the test if they choose.

I felt that there was a general concern expressed about discipling in the school, and that some people felt that it was interfering with the instructional program to a great extent. It seemed that there were a number of differing opinions about how to deal with the situation, although I felt that the Council shared an awareness that something needs to be done. Some of the suggestions I heard were; more swatting, and possibly swatting by teachers; calling parents to come to school when their children misbehave; being more strict; being more consistent; giving less of out time to children who misbehave; temporarily expelling children who misbehave; and having teachers walk the children to the edge of the playground at the end of the day. I didn't feel that any of these suggestions met with total acceptance. I think that the Council members will be doing a lot more serious thinking about ways of improving the situation.

The next meeting was set for Tuesday, November 21 at 3:10 in the conference room.

APPENDIX G

COMPETENCY LIST FOR INTERN STUDENT TEACHING

SOUTHERN COLORADO STATE COLLEGE

TEACHER CORPS

TO: Corpsmembers, Staff, Cooperating Teachers and Principals, Education Seminar Committee, and Consultants

FROM: Dr. Roy McCanne

SUBJECT: Competency List for Intern Student Teaching

Purpose

This is a list of the competencies of an elementary teacher which the S.C.S.C. Teacher Corps staff feels each intern should strive to achieve during their internship. The list replaces the "Student Teaching Progress Indicator" as the instrument and set of procedures for accomplishing the requirements of the course in "Student Teaching" (Education 400, 15 hours credit) for Teacher Corps interns.

This list is comprehensive and idealistic. It is not expected that any intern (or any cooperating teacher or education professor) could achieve the highest rating on every item. It is not expected that every item would fit the needs of every classroom or every pupil. Rather it is a list of behaviors (and some more subjective points of view) which an elementary teacher may need at some time in his or her work, and should consider developing.

History

This list was prepared from four main inputs, with a number of sub-inputs:

(1) A list of the competencies of a teacher prepared by the faculty of the S.C.S.C. Education Division for the Master of Arts in Teaching program. A sub-input to this list was considerable study of the nine elementary teacher-education models sponsored by the U.S. Office of Education.

(2) Four lists of teacher competencies prepared by the faculty and corpsmembers of our four Teacher Corps schools: Ignacio, Irving, Liberty, and Washington elementary schools.

(3) A list of competencies of a teacher prepared by the Teacher Corps Cross-Cultural Coordinator from significant input in the four elementary school communities.

(4) The "Student Teaching Progress Indicator" used in the regular student teaching program.

The above inputs provided the concepts and ideas. The wording of behavioral (and often something less than behavioral) statements was the responsibility of Dr. McCanne.

Format

The list has eight main sections, the first of which has eight sub-sections, as shown by the outline following this introduction.

Each section contains a list of the courses which provide a background of information and understanding for the competencies in the section. Some of the courses listed are not required, and might not have have been taken by interns.

Some sections contain projects which are designed to stranghten the intern's ability to apply the skills or understandings gained in course work.

All sections contain rating scales which are designed to focus and promote communication between the intern and his cooperating teacher. These scales do not enter into the student teaching grade in any objective, mathematical way. They are only for the guidance of the intern in his work.

It should be noted that, for simplicity, the intern is referred to as male ("he" or "his") throughout the list. This is only for convenience in writing and typing, and is not meant to slight any of our lovely and promising female interns(!).

Procedures

The internship period for the purposes of the projects and ratings contained herein is considered to be the two-year period in which the intern is in the school. Items accomplished during the first year may be counted toward the requirements stated herein, even though the formal period of student teaching is considered to be the second year of internship.

Where a section of this list contains projects, it is expected that all projects will be completed to the satisfaction of the assessor stated herein. The assessor should note satisfactory completion on the assessment summary sheet which follows.

The procedure for the ratings is as follows:

(1) The intern should read the rating items from time to time and consider how he can work toward achieving them. A separate copy should be given to the cooperating teacher.

(2) The cooperating teacher, or other rater, should review the rating scales and indicate to the intern any which he or she feels are not appropriate to the situation in which they are working. These items will then be left out of the ratings. The cooperating teacher (or other rater) may change or add items as needed.

(3) As soon as the intern feels ready to work on a particular section with his cooperating teacher (or other appropriate person such as the team leader or community representative, depending upon the section), the intern should rate himself.

(4) The intern should ask the cooperating teacher (or other appropriate person depending upon the section) to rate him on a blank copy, without seeing the intern's ratings.

(5) The intern and other rater (or raters) should exchange ratings, so that both know both ratings. After appropriate consideration, the intern should ask for clarification or explanation where the ratings do not agree. It may be helpful to discuss all the items.

(6) The intern should formulate a procedure or plan for improving his performance on items where either or both feel he is weak.

(7) At the monthly conferences with the team leader and seminar professors, the intern and cooperating teacher should discuss, in general, the progress of the intern. Notations of progress or agreements on solving special problems should be made on the "Intern Progress Profile".

Grades for Education 400

The intern's grade of S or U will be assigned jointly by the team leader and Dr. McCanne, based upon information obtained from the cooperating teacher (or other rater, as for section G). The team leader will make any formal reports or recommendations required by the college or placement office on interns. The cooperating teacher is invited to submit a statement or recommendation, which will become a part of the intern's record. However, the cooperating teacher will not be required to do so.

The team leader will keep up-to-date the assessment summary record (contained in this packet) and the "Intern Progress Profile." When all the projects in a section have been completed, and the rating scales in a section have been used and discussed (as indicated by the intern and cooperating teacher or other rater) and any follow-up procedures decided upon at a conference have been checked out, the section may be checked off by the team leader as completed.

As long as satisfactory progress is made toward improvement in the rating scale items, the intern may assume that his grade will be "S" in student teaching. In other words, no set mathematical average must be reached in the ratings. If any of the people involved (cooperating teacher, team leader, principal, or seminar professors) have reason to feel doubt that the intern should pass or doubt that the intern should receive good recommendations for employment, such person should make this known to the intern and the team leader at the earliest possible moment. In such cases, a conference will be set up to recommend what should be done to clear up the problem. The team leader should keep records on such a conference, and progress reports on any follow-up to it.

S.C.S.C. TEACHER CORPS COMPETENCY LIST

OUTLINE AND ASSESSMENT SUMMARY

I. Competencies in General Education (not covered in this list)

II. Competencies in Subject Matter (not covered in this list)

III. Competencies in Teaching (defined as, "bringing about appropriate changes in student behavior"):

		Page	Completion
A.	Planning		
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III. A. Competencies in Planning

1. Understanding Learning Theory

A background for this section is provided in the courses "Psychology of Learning" (Psych.361) and "Educational Psychology" (Psych. 362). The intern should use his notes on these courses, and further contact with the professors, if needed, for learning experiences in this general area. The two projects and the rating scales below are designed to assist the intern in applying to his classroom work the principles learned in the above mentioned courses.

Project a. To sharpen and demonstrate his application of learning theory to the classroom, the intern should analyze a critical incident from his own teaching experience. The incident should be a happening in which the intern feels that constructive learning took place. The following outline may be used (or may be modified):

- What were the intern's objectives?
- What were some examples of the pupils' objectives for this time period?
- In what ways did the setting (classroom or environment, materials, discipline, etc.) contribute to or detract from the lesson objectives?
- What learning took place? How do we know this?
- How did the learning take place - what brought it about?
- What pupil behaviors may be expected to have changed as a result of the learning?
- What evidence of this change (or potential change) do we have?
- How permanent or reliable may we expect the change to be?
- What could be done to make the change more permanent or reliable?

The intern's analysis may be reported orally or in writing to either seminar professor. Allow ½ hour or more for an oral report. When the analysis is completed to the satisfaction of the seminar professor, he will note this on this page.

Project b. To sharpen and demonstrate his understanding of problem solving by pupils, the intern will teach a lesson involving problem solving in any subject. Using a videotape or audiotape of the lesson (showing pupil behavior as well as the intern's behavior), or if appropriate, using a collection of papers produced by the pupils in the lesson, the intern will analyze the progress of two or more pupils in applying the steps of a problem solving model during the lesson. The analysis by the intern should show insight into the thinking processes followed by the pupils, the types of difficulties they encountered, and the strengths and weaknesses of the lesson.

III. A. 1. Understanding Learning Theory (Continued)

Project b. is considered important because many boys and girls come from a home environment in which many problems are not adequately solved. In such cases the pupil may habitually follow a problem solving procedure which is inadequate (such as asking someone for the solution, instead of thinking it through). Probably this project may be most beneficial if the intern chooses one student who is a good problem solver and one who is a poor problem solver for his analysis.

The analysis may be reported orally or in writing to either seminar professor. Allow ½ hour or more for an oral report. When the analysis is completed to the satisfaction of the seminar professor, he will note this on this page.

Ratings

5 4 3 2 1 (1) The intern understands the level of child development of the children with whom he works. He sets appropriate standards of learning for them, or recognizes quickly when his standards need to be modified.
(high----low)

5 4 3 2 1 (2) In his lesson planning, the intern understands the variety of ways in which children learn, and make allowances for them in his plans.

5 4 3 2 1 (3) In working with individual children, the intern recognizes when a child is frustrated in learning or solving a problem. The intern avoids anger, impatience, or repetition of explanations that didn't work; and listens intently until he finds the child's problem.

5 4 3 2 1 (4) The intern is aware of emotional problems which often accompany learning difficulties. He adjusts his behavior to bring about an appropriate rapport with each child as an individual.

5 4 3 2 1 (5) The intern is not fooled when a child has the right answer obtained in a wrong way. He seeks understanding and perspective in his pupils, and is not satisfied with less.

5 4 3 2 1 (6) Other._____

A. 2. Defining Objectives

A background for this section is provided in three courses: "Psychology of Learning" (Psych. 361), "Educational Psychology" (Psych. 362), and "Laboratory in Education" (Ed. 340), as well as in the unit planning and lesson planning modules of the social studies methods course Ed.(313) and math and science methods course (Ed. 314). The projects involving objectives in these courses should fulfull most of the learning needs of the intern in this area of competencies.

5 4 3 2 1 (1) The intern demonstrates a need for long, medium, and short range objectives that tie together. He avoids tangents based upon his own or pupil interests alone, unless they fit the adopted scope and sequence of the school and grade level program.

(high-----low)

5 4 3 2 1 (2) The intern has developed and utilized long (yearly), medium (weekly or monthly), and short range (daily) objectives; and he recognizes that longer range objectives may be more general or conceptual in nature, while the shorter range objectives should be more specific.

5 4 3 2 1 (3) The short range objectives developed by the intern in his lessons have been descriptive of student behaviors that would indicate or infer that desired learnings have taken place.

5 4 3 2 1 (4) The intern bases his educational objectives on diagnosed needs, interests, and abilities of the pupils with whom he is working.

5 4 3 2 1 (5) The intern consistently uses objectives which include both cognitive and affective learning outcomes, and both product and process learnings.

5 4 3 2 1 (6) The intern modifies his objectives appropriately whenever on-going assessment indicates the need.

5 4 3 2 1 (7) The intern consistently makes sure that his pupils know, understand, and accept the objectives of each lesson.

5 4 3 2 1 (8) Other _____

A. 3. Diagnosing Student Needs

A background for this section is provided in the courses: "Individual Differences" (Psych. 311) and "Tests and Measurements" (Psych. 363). The intern should use his notes on these courses, further contact with the professors (if needed), and consultation with his cooperating teacher, team leader, and principal for learning experiences in this area of competencies.

5 4 3 2 1 (high----low) (1) The intern conducts interviews to obtain data in a professional manner.

5 4 3 2 1 (2) The intern administers, scores, and interprets scores of appropriate standardized tests in a professional manner, with insight into the limitations of the tests as well as their uses.

5 4 3 2 1 (3) The intern uses observation checklists of pupil behavior or of specific areas of skill development (examples: oral reading, oral expression, courtesy, neatness, responsibility, etc.), and uses them effectively.

5 4 3 2 1 (4) The intern shows an awareness of pupil social interactions from his observation and/or from instruments such as sociograms, and he uses this data to advantage in grouping, seating locations, assigning classroom responsibilities, etc.

5 4 3 2 1 (5) The intern keeps records of data on pupils in a systematic, useful fashion.

5 4 3 2 1 (6) The intern calculates and interprets his data carefully and objectively.

5 4 3 2 1 (7) The intern makes use of data from cumulative records, his own records, interviews with parents, interviews with other teachers, etc. to diagnose the educational needs of pupils effectively.

5 4 3 2 1 (8) The intern plans and carries out learning experiences designed to follow through on needs diagnosed.

5 4 3 2 1 (9) Other _____

A. 4. Selecting Strategy

A background for this section is provided in all the education methods courses (Ed. 312, 313, 314, 315, and 340). The intern should use his notes on module work, further contact with the professors (if needed), and consultation with his cooperating teachers and team leader for learning experiences in this area of competencies.

(1) The intern has planned and carried out an adequate lesson involving strategy from at least eight of the eleven levels of Dale's "Cone of Experience" (as listed below from Dale, Audiovisual Methods in Teaching, 3rd edition, page 107):

5 4 3 2 1 (high--low) (a) verbal symbols

5 4 3 2 1 (b) visual symbols

5 4 3 2 1 (c) recordings, radio, still pictures

5 4 3 2 1 (d) motion pictures

5 4 3 2 1 (e) educational television

5 4 3 2 1 (f) exhibits

5 4 3 2 1 (g) study trips

5 4 3 2 1 (h) demonstrations

5 4 3 2 1 (i) dramatized experiences

5 4 3 2 1 (j) contrived experiences

5 4 3 2 1 (k) direct purposeful experiences

5 4 3 2 1 (2) The intern involves pupils in planning strategy for lessons, using appropriate group processes.

5 4 3 2 1 (3) The intern selects strategies for lessons based upon the characteristics and needs of the learners as well as the characteristics of the subject matter, and not solely because of the availability of teaching materials such as t textbooks.

A. 4. Selecting Strategy (Continued)

5 4 3 2 1 (4) When asked at random why he selected a particular strategy for a lesson, the intern indicates that he considered various strategies and chose one according to rational and professional criteria.

5 4 3 2 1 (5) The intern shows awareness of the wide range of options at his command, including the use of interest centers, discovery approaches, projects or research by pupils, cross-age tutoring, etc. in addition to the textbook.

5 4 3 2 1 (6) When choosing a strategy for interest and excitement as well as objective accomplishment, the intern shows awareness of the planning needs (gathering materials, timing of films, time required to process field trip applications, budget limitations, etc.) which accompany his choice. Once a strategy is chosen, he follows through with the detailed work necessary to make it work.

5 4 3 2 1 (7) The intern is familiar with and makes effective use of resources within the school and community in planning his lessons, including such resources as the school audio-visual catalog, the school library, the public library, community service agencies, community resource people, school personnel with special interests or special capabilities, etc.

5 4 3 2 1 (8) The intern effectively uses labor-saving devices for both his own and pupil benefit, including the chalkboard, ditto machine, Thermo-fax (especially for making ditto masters), etc.

5 4 3 2 1 (9) Other _____

A. 5. Selecting and preparing materials

This section will be considered accomplished upon completion of the elementary methods courses on reading (Education 312), social studies (Education 313), math and science (Education 314) and the Laboratory in Education (Education 340)

A. 6. Utilizing of Educational Media

This section will be considered accomplished upon completion of Education 340, "Laboratory in Education".

A. 7. Organizing the Classroom Environment

A background for this section is provided in the courses: "Psychology of Learning" (Psych. 361) and "Educational Psychology" (Psych. 362). The intern should use his notes from these courses, further contact with the professors (if needed), and consultation with the cooperating teachers, team leader, principal, and seminar professors for additional learning experiences as needed.

(1) The intern demonstrates concern for the pupils' physical comfort and learning environment by:

5 4 3 2 1 (high--low) (a) controlling room temperature

5 4 3 2 1 (b) controlling ventilation

5 4 3 2 1 (c) providing adequate lighting

5 4 3 2 1 (d) providing comfortable seating

5 4 3 2 1 (e) providing opportunity for movement

5 4 3 2 1 (f) providing natural restroom breaks

5 4 3 2 1 (g) maintaining noise levels appropriate to the learning activity

5 4 3 2 1 (h) maintaining, or providing the opportunity for pupils to develop a visually attractive physical setting through bulletin boards, displays, room decoration, interest centers, etc.

5 4 3 2 1 (i) providing appropriate spaces for differing types of learning activity (individual, small group, large group) through grouping, use of tables, use of dividers, rugs, interest centers, etc.

A. 7. Organizing the Classroom Environment (Continued)

(2) The intern plans the affective environment of the classroom (discipline, morale, self-concept, attitudes towards others, etc.) in such a way as to contribute to the accomplishment of school and individual objectives by:

5 4 3 2 1 (high--low) (a) planning more than the main lesson, including provisions for what pupils should do when they finish, what alternatives should be provided for pupils who don't need or can't manage the main lesson, etc.

5 4 3 2 1 (b) planning and discussing class procedures (sharpening pencils, passing out books and papers, etc.) jointly with the pupils, while reserving the final decision for the teacher

5 4 3 2 1 (c) using seating arrangements to advantage (in respect to both the type of seating format appropriate to lesson strategies and the location of individual pupils who have difficulty getting along)

5 4 3 2 1 (d) training and supervising monitors to free the teacher for lesson preparation and supervision of the class as a whole

5 4 3 2 1 (e) delegating responsibility for "room helper" tasks, and working consistently through the organization set up so that it functions well

5 4 3 2 1 (f) using a regular routine so that pupils know what to do

5 4 3 2 1 (g) setting appropriate standards for efficiency in finding papers, going to groups or centers, changing classes, etc. by pupils

5 4 3 2 1 (h) setting appropriate standards for himself (the intern) in meeting the class at the outside door on time, holding to the schedule courtesy, etc. so as to prevent discipline problems.

5 4 3 2 1 (i) molding the class into a cohesive group with good morale, using sports teams, plays, class projects, etc.

5 4 3 2 1 (j) making in-depth analyses (home visits, talking to other teachers, etc.) to find clues for success in working with consistent discipline problem pupils

5 4 3 2 1 (3) Other _____

A. 8. Grouping

A background for this section is provided in the courses: "Individual Differences" (Psych. 311), "Psychology of Learning" (Psych. 361), "Educational Psychology" (Psych. 362), and "Guidance in the Elementary School" (Ed. 399). The intern may review his notes, make further contact with the professors, or consult with the school or teacher Corps staff for additional learning experiences in this area of competence.

Project a. The intern should state orally the rationale for the interclass grouping arrangements used in his school, including part-time arrangements (such as for reading period), homeroom arrangements, special education or remedial groupings, and exceptions to the general patterns. The intern should be able to explain to a visitor or parent why these arrangements are as they are. During assessment, the intern should state the main pros and cons of the grouping arrangements used from the standpoint of educational theory and practical considerations. This project should be assessed by the school principal. When completed satisfactorily, the principal may note this on this page.

Project b. The intern should state orally (such as for a visitor or parent) the rationale for the grouping arrangements used in his class or team-teaching unit, including temporary or flexible grouping patterns and exceptions to the general patterns. Assessment of this project may be done by the cooperating teacher, team-teaching unit leader, or Teacher Corps team leader, who will note completion on this page.

5 4 3 2 1 (high----low) (1) The intern has an effective way of working with individual children in an individualized program, including keeping track of their progress through individual records..

5 4 3 2 1 (2) The intern has developed an effective way of working with small groups that are not individualized; he interacts with the group as a whole, sees that each child participates, and that no child is doing nothing waiting for his turn.

5 4 3 2 1 (3) The intern has developed an effective way of working with a full class as a total group; he sees that each child participates and uses appropriate large group [illegible] techniques.

5 4 3 2 1 (4) The intern uses social as well as academic criteria for placing pupils in groups; he recognizes the options at his command, including individualized programs and interest centers for appropriate pupils who do not work well in groups.

5 4 3 2 1 (5) The intern creates effective temporary or flexible groups (project groups in social studies, spelling bee teams, etc.) where they serve a useful purpose. When he does this he organizes an effective group structure (leader, recorder, team captain, etc.) and supervises the procedure so that the groupings work.

5 4 3 2 1 (6) The intern does not expect the same standards from all pupils, even within the same academic group; he values diversity and helps create an appreciation of individual talents within each group.

5 4 3 2 1 (7) The intern has developed techniques for handling the planning load imposed by grouping or individualized instruction; including the staggering of group projects so they don't all have to be planned at once, the use of group-teacher planning or pupil-teacher planning, an efficient organization of classroom resources (seatwork files, picture files, etc.) and other techniques.

5 4 3 2 1 (8) Other _____

III. B. Interacting with Students

Some background for this section is provided in the courses "Psychology of Learning" (Psych. 361), "Educational Psychology" (Psych. 362), and "Guidance in the Elementary School" (Ed. 399). However, this section, like section A., may be considered of prime importance in student teaching (Ed. 400). The cooperating teacher and team leader will probably be the prime resources for the intern in perfecting his skills in this area of competence. Interns should ask for demonstrations, directed observation of master teachers, etc. whenever he feels he is ready to sharpen his skills in this area.

Many of the skills of interacting with students have been covered in section A. Only those not covered there are listed below.

5 4 3 2 1 (high--low) (1) The intern motivates pupils to want to achieve, before, during, and after each lesson.

5 4 3 2 1 (2) The intern makes sure the pupils understand and accept the objectives of his work, just as he does.

5 4 3 2 1 (3) The intern shows awareness of problems with concepts, vocabulary, or language structures which may frustrate some students; he deals with such problems effectively.

5 4 3 2 1 (4) The intern uses a vocabulary, spelling, grammar, etc. appropriate to his work.

5 4 3 2 1 (5) The intern uses appropriate questioning techniques; he phrases questions at the highest appropriate level of thinking (divergent, convergent, inductive, etc.), but not at a level of difficulty too high for most of the pupils.

5 4 3 2 1 (6) The intern develops an effective rapport with all the pupils with whom he is working; he gets them all involved; he walks among them rather than staying behind the teacher's desk; he looks to the last row and both sides when speaking, etc.

5 4 3 2 1 (7) The intern uses effective techniques of positive reinforcement with pupils; he avoids sarcasm or ridicule; his statements seem calculated to build or preserve the pupil's self concept while teaching him something new.

5 4 3 2 1 (8) The intern has a sense of timing which is in tune with the pupils; he knows when to change the activity, when to bear down until a concept is well learned, etc.

5 4 3 2 1 (9) The intern keeps one eye on the total group while working with an individual or small group; he keeps tabs on what is happening and supervises all the time.

5 4 3 2 1 (10) The intern shows awareness of non-verbal cues to pupil attitudes and pupil progress (posture, sighs, whispering, notes, neatness, etc.); he deals with this communication as well as with verbal communication about how things are going.

5 4 3 2 1 (11) The intern recognizes and assumes various roles in appropriate situations (facilitator, stimulator, peace maker, arbitrator, listener, diplomat, disciplinarian, etc.)

5 4 3 2 1 (12) The intern has and uses a sense of humor; he laughs with the pupils and lets them laugh with him on appropriate occasions; when he makes a funny mistake he uses it to ease tensions, etc.

5 4 3 2 1 (13) The intern follows through with promises he makes to the pupils.

5 4 3 2 1 (14) The intern continually assesses the progress of a lesson; when things don't go well he deals with it; on "those days" when the pupils are on edge he changes the pace, reads a story, has the pupils rest, discusses the problem, etc.

5 4 3 2 1 (15) The intern is accepted by the pupils as being helpful, friendly, fair, skillful, and interested in them.

5 4 3 2 1 (16) Other _____

III. C. Evaluating Student Progress

A background for this section is provided in some modules of the methods courses (Ed. 312, 313, and 314) and in the course "Tests and Measurements" (Psych. 363). The intern may use his notes and further contact with these professors, if needed, plus consultation with his cooperating teachers, team leader, and seminar professors.

Project. In order to experience the depth of understanding which can be obtained on a given child when necessary, the intern should carry out or participate in one case study during his internship. The format and procedures for the case study should be those used in his school or as specified by the principal. Criteria for the successful completion of this project may be set by the principal. Assessment will be by the team leader.

Ratings.

5 4 3 2 1 (high--low) (1) The intern evaluates student progress in relation to clearly defined objectives.

5 4 3 2 1 (2) The intern evaluates student progress in relation to social and emotional as well as academic objectives.

5 4 3 2 1 (3) The intern uses a variety of means to obtain information on pupil progress (examples: observation, teacher-made tests, published tests, classwork, checklists, rating scales, anecdotal records, interviews with the pupil, interviews with the parents, etc.).

5 4 3 2 1 (4) The intern makes item analyses of responses his pupils make on classwork and tests, and uses such data to guide his teaching; he avoids returning papers with a total score but no idea (for himself or the pupil) of what the problems might be in the case of low scores.

5 4 3 2 1 (5) In calculating and reporting grades, the intern is consistent and makes clear the bases on which grades are determined.

5 4 3 2 1 (6) The intern follows the principle that grades should be used to enhance learning, not impede it; he avoids giving grades which would discourage pupils from trying; he refrains from using his grade-giving power capriciously or punitively.

5 4 3 2 1 (7) The intern demonstrates that he realizes that no evaluation scheme is perfectly accurate; he says this to pupils; he listens when pupils feel they have been unfairly treated and makes adjustments where needed.

5 4 3 2 1 (8) Other _____

III. D. Analyzing and Evaluating Teaching and the Classroom Environment

Background information for this section is presented in an optional module on inter-action analysis in the course "Laboratory in Education" (Ed. 340). It is not intended that the intern must become proficient in inter-action analysis at the undergraduate level. However, it is important that the intern be aware of the effectiveness of his teaching, and take steps to improve it from the feedback available to him. During internship this feedback may come from the cooperating teacher, team leader, and seminar professors. But the intern must begin to analyze feedback from the pupils, parents, and principal in ways he can use on his first teaching job. Thus, especially toward the end of the internship, the internship supervisors should encourage the intern to obtain his own feedback, analyze it himself, and draw his own conclusions for changes in his teaching behavior.

Ratings.

5 4 3 2 1 (high--low) (1) The intern collects data on his verbal behaviors in the classroom by such means as videotape, audiotape, recognizing and rephrasing poor questions or statements, inter-action analysis, etc, he analyzes the data and uses his analysis to improve.

5 4 3 2 1 (2) The intern collects data on his non-verbal behaviors in the classroom (dress, posture, avoiding halitosis, facial expressions, getting down to the pupil's level when appropriate, location in the classroom, etc.) by such means as videotape, noticing the example he sets for pupils, noticing pupil reactions, etc.; he analyzes the data and uses his analysis to improve.

5 4 3 2 1 (3) The intern collects data on his interpersonal relationships with colleagues by being open to feedback, seeking feedback, recognizing feedback, etc.; he analyzes the data and uses his analysis to improve.

5 4 3 2 1 (4) The intern collects data on his interpersonal and socio-cultural relationships with parents by means such as (3) above; he discusses frankly with parents those aspects of his relationship with them which are important to the child's education; he analyzes the data he obtains and uses his analysis to improve his relationships (not only by changing his behavior where appropriate, but also by asking parents to change their behavior where he feels this would be important and helpful to the child).

5 4 3 2 1 (5) Other _____

III. E. Curriculum Development

(Note) Curriculum is defined here as "What the child learns in school." This is not just subject names (reading, math, etc.) but also includes attitudes, values, some aspects of his self concept, etc. Thus "curriculum" is probably inseparable from "instruction," or the process by which the child learns in school.

Background information for this section is provided in the education methods courses (Ed. 312, 313, 314, and 340) and the courses in "Child Psychology" (Psych. 281) and "Adolescent Psychology" (Psych. 282). Required modules or learning experiences in these courses probably provide an adequate background in the scope and sequence of reading, language arts, social studies, math and science, and in child and adolescent growth and development; although reinforcement of the basic concepts in these areas may be needed.

Most interns probably will not have taken any course work in curriculum development (the improvement of what we teach and how we teach it). Participation in workshops on team teaching, individualized instruction, new methods or materials, etc., would be very valuable on the part of each intern. In addition, the inclusion of interns on committees to select new materials, write behavioral objectives or modules, reorganize curricula, prepare curriculum guides, etc. should be encouraged.

Project a. At some time during the internship, the intern should meet with the principal and team leader to discuss the curriculum development efforts or projects under way in the school. This may be done with all interns as a group, as long as the principal feels that each intern participates and comes away with a clear understanding of the process by which the curriculum is changing and improving in his school.

Project b. At some time during the internship, the intern should participate in some curriculum development activity (see above). The team leader may set criteria for this participation and assess when the intern has completed this project satisfactorily.

Ratings.

5 4 3 2 1 (high--low)

(1) The intern takes opportunities to develop relationships between different subject areas (reading, P.E., math, social studies art, etc.) with the pupils; he discusses these relationships with pupils; he teaches or arranges correlated lessons where appropriate; he sets appropriate standards for application of learning (words learned in spelling are spelled correctly in English or social studies, etc.).

5 4 3 2 1 (2) The intern shows evidence that he refers to professional journals (The Reading Teacher, The Grade Teacher, The Instructor, Elementary English, etc.) for ideas to improve his teaching.

5 4 3 2 1 (3) Other _____

III. F. Interpersonal Competencies

A background for this section may be provided in the courses "Psychology of Interpersonal Relationships" (Psych. 365) and "Abnormal Psychology" (Psych. 412), as well as general and school experience.

Ratings.

5 4 3 2 1 (high--low) (1) The intern shows that he is aware of his own strengths and weaknesses; that he cares about how his behavior affects others, and strives to promote desirable change within himself.

5 4 3 2 1 (2) The intern empathizes with others; he tolerates and appreciates differences in values, cultures, behaviors, etc. when such differences are appropriate in the context of the other person's life style.

5 4 3 2 1 (3) The intern helps others to develop by being a good listener, giving positive reinforcement to the contributions of others, incorporating the ideas of others into his projects and giving credit where it is due, etc.

5 4 3 2 1 (4) The intern communicates effectively at all age and professional levels (teacher-pupil, teacher-teacher, teacher-administrator, teacher-parent, etc.)

5 4 3 2 1 (5) The intern presents himself as a mature, confident, secure person.

5 4 3 2 1 (6) The intern gives and takes constructive criticism while retaining the respect and cooperation of all those concerned.

5 4 3 2 1 (7) The intern is dependable in carrying out what he says he will do.

5 4 3 2 1 (8) The intern shows initiative, assumes responsibilities when appropriate, carries his share of the load.

5 4 3 2 1 (9) The intern avoids gossip; he keeps confidential information he has about others which need not be shared.

5 4 3 2 1 (10) The intern is on time; when unavoidably late or absent he contacts the appropriate people so that his responsibilities are covered.

5 4 3 2 1 (11) The intern's dress and grooming are appropriate to the situation.

5 4 3 2 1 (12) The intern is fun to be with; he has a sense of humor; he enjoys life and enjoys working with people.

5 4 3 2 1 (13) Other_____

III. B. Sociocultural Competencies

Background information and experiences for this section are provided in the courses "Social Psychology" (Psych. 355) and "Education of the Disadvantaged" (Ed. 441). In addition, the main thrust of the neighborhood and community components of Teacher Corps is designed to help the interns and the schools understand and develop sociocultural competencies. The team leader, community representatives, and the Teacher Corps Cross-Cultural Coordinator will probably be the main resources for this section.

Project a. The intern should demonstrate an ability to pronounce correctly at least thirty of the following Spanish surnames. The team leader, community representative, Cross-Cultural Coordinator, or native Spanish speakers among the faculty or interns may assess the performance on this project.

Aguilar	Fernández	Márquez	Peralta	Sandoval
Alvarado	Girón	Martínez	Perea	Santisteban
Álvarez	González	Medina	Pérez	Segura
Aragón	Guerrero	Morales	Posada(s)	Solano
Arellano	Gutiérrez	Muñiz	Quintana	Suárez
Arrieta	Galindo	Navarro	Ramírez	Torre(s)
Bustamante	Hernández	Nuñez	Rivera	Trujillo
Cárdenas	Herrera	Olivera	Rodriquez	Valdés
Chacón	Holguin	Padilla	Ruiz	Vásquez
Chávez	Jaramillo	Paz	Salas	Vigil
Espinosa	Jiménez	Peña	Salazar	Zamora

Project b. The intern should demonstrate the ability to carry on a short conversation of at least five different sentences in the playground or community language of the children with whom he works (native Spanish or Indian). The conversation should include greetings and basic school or home information and situations. It should be spoken accurately in vocabulary, word pronunciation, sentence intonation, and word order. The team leader, community representative, Cross-Cultural Coordinator, or native speakers among the faculty or intern team may assess the performance on this project.

Project c. The intern should demonstrate an understanding of community involvement and recognition of its benefits for the education of the children with whom he works. Interns actively involved in community affairs may be checked off automatically on this project. Interns with relatively few involvements in community affairs should develop a plan with the team leader, community representative(s), and Cross-Cultural Coordinator according to criteria set by them. The home visits in Project d below should not be counted toward Project c.

Project d. The intern should make at least ten home visits during the two years of his internship, following guidelines set by the team leader, community representative(s), and Cross-Cultural Coordinator. If possible, the home visits should represent a variety of cultural situations, and should not all be made because of discipline situations regarding the pupil. Many of the items in the rating scales for section G (next page) refer to these home visits.

III. G. Sociocultural Competencies (Continued)

Project e. The intern should bring about significant involvement in school affairs (classroom, PTA, projects, etc.) by at least three community members who have been involved in school affairs before and at least one who has not been involved before. This project may be assessed by the team leader, community representative or principal. The intern should discuss his plans for involving people with the assessor before carrying out the project, if it has not already been completed.

Ratings (by the intern and the supervisor most closely associated with his community activities).

5 4 3 2 1 (high--low) (1) The intern accepts cultural differences as being valid for American society.

5 4 3 2 1 (2) The intern recognizes life values, cultural beliefs and experiential backgrounds other than his own; he realizes when a child or another person is speaking or acting from a different frame of reference than his own.

5 4 3 2 1 (3) The intern has an objective appreciation of his own culture.

5 4 3 2 1 (4) The intern recognizes cultural and sub-cultural influences upon children, and he modifies his own behavior or the school program in appropriate ways in order to take such influences into account.

5 4 3 2 1 (5) In working with children of different cultures, the intern avoids giving the feeling that one cultural pattern is better than another for all situations; he promotes a multicultural outlook; he helps children feel that the ability to operate in more than one culture is an asset which they should preserve and build up.

5 4 3 2 1 (6) In his community work, the intern works through the existing social organization of the sub-culture.

5 4 3 2 1 (7) The intern has empathy with sub-culture members as a prerequisite to communication with them.

5 4 3 2 1 (8) The intern seems at ease when making home visits or working with community members.

5 4 3 2 1 (9) The intern has an effective way of communicating with parents or community members.

5 4 3 2 1 (10) The intern gains rapport and at least a partial mutual feeling of trust when he makes home visits, has parent conferences, or works with community members.

III. G. Sociocultural Competencies (Continued)

5 4 3 2 1 (11) On home visits, the intern seeks and obtains information useful to the school program.

5 4 3 2 1 (12) On home visits, the intern gains an awareness of the types of support the home can provide for the child's education (appreciation of education, reading or reference material, good study conditions, etc.), and of limitations in this support which may call for augmenting the school program for the child.

5 4 3 2 1 (13) On home visits and in community work, the intern is on the lookout for community resource people or agencies which could assist the school program.

5 4 3 2 1 (14) From his home visits and community work, the intern suggests and, where appropriate, pursues programs which are designed to meet community educational needs (examples might include adult education courses, tutoring programs, evening study halls, etc.)

5 4 3 2 1 (15) In general, the intern seems to view the school as an agency of the community.

5 4 3 2 1 (16) Other _____

III. H. Professional Competencies

Background information on this section is provided in the course "School and Society" (Ed. 202). The intern should contact the professors, cooperating teacher, team leader, or principal for further learning experiences, if needed.

Rating. (These are mostly subjective, non-behavioral).

5 4 3 2 1 (1) The intern recognizes and is interested in basic questions of policy with respect to which professional teachers must make decisions and take action.

5 4 3 2 1 (2) The intern clearly sees alternatives and the need for choosing among them.

5 4 3 2 1 (3) The intern understands why he decides as he does and why others may decide differently.

5 4 3 2 1 (4) The intern understands and accepts philosophical differences when working with individuals and groups.

5 4 3 2 1 (5) The intern critically examines his own methods, objectives, and value assumptions and makes changes in these areas when the evidence indicates a need for change; he knows why he changes when he does.

5 4 3 2 1 (6) The intern demonstrates a beginning knowledge of school law related to teacher liability and child welfare and its implications for teaching.

5 4 3 2 1 (7) The intern recognizes the goals of professional organizations affecting teacher welfare and curriculum.

5 4 3 2 1 (8) The intern abides by an ethical code of conduct.

5 4 3 2 1 (9) The intern meets contractual obligations.

5 4 3 2 1 (10) The intern establishes effective relationships with the principal and teachers, based upon mutual professional respect.

5 4 3 2 1 (11) The intern continues to grow professionally, as demonstrated by self-motivated activities, in-service participation, etc.

5 4 3 2 1 (12) Other _____

APPENDIX H

SUGGESTED FORMAT FOR UNDERGRADUATE AND GRADUATE MODULES

April 25, 1972

To: Education Division

From: Bob Strader and Roy McCanne

Subject: Suggested Format for Undergraduate and Graduate Modules

A.	Code	The title and code number for the module.
B.	Rationale	A statement (as long as needed) indicating why the module is important, how it fits with others, or an ultimate objective. The ultimate objective might be stated as the way we hope the teacher will act all during her teaching career in reference to the objective stated below.
C.	Setting	Independent study, small group sessions, large group sessions.
D.	Objective	One or two sentences stating the specific behavior to be demonstrated by the student in order to complete this module. There might be more than one objective, numbered in outline form. Objectives should always indicate whether an oral or written performance, or either, is expected.
E.	Prerequisites or Assumptions	Indicate what prerequisites (other modules, teaching experience, etc.) should be completed before attempting this module. Assumptions not covered in the rationale above may be stated here.
F.	Pre-assessment	It may happen that the student thinks he does not need to perform the learning activities to complete the modules. This is a statement indicating how the student can test-out his knowledge in order to complete the module without performing the learnin activities. This is probably not the same as the pre-assessment to be used in advisement procedures to determine whether or not the student should do this module, although it might be the same. The module pre-assessment may be in parts, keyed with outline form to numbered objectives or numbered learning activities.
G.	Required Learning Activities	Indicate the minimum assignments (readings, audio tapes, videotapes or films to be viewed, lectures or discussions, microteaching, simulations programmed instruction, self-instructional packages, human relations, training sessions, field experiences, etc.). Always include the library call numbers of books, whether or not the book is on reserve, code numbers of videotapes or films, and code numbers of handouts prepared for this module. All handouts should have code numbers. Handouts used for more than one module may have a code number for each module. If the book is not yet purchased or handout not yet prepared, insert a blank for the code number to be filled in later. Lectures or discussions should show the professor to be contacted and the approximate amount of time needed. Phone numbers should be listed for any person to be contacted.

H. Additional Learning Activities — Where alternate or optional learning activities are appropriate, the information on location and code number is needed for each item. Also needed for each item is enough information to enable the student to decide whether he needs it without obtaining it first. Where learning activities call for field experience in a school, the phone number of a person who can arrange this is needed.

I. Criteria for Assessment — Whether assessment of the student's work is to be done from written or oral performance, the student and the assessor need to know the exact criteria to be applied. This section and the objective itself need carefully thought-out statements. It may be helpful to say something about each of the following:

- quantity of preparation for assessment
- standards of grammar, spelling, typing, etc.
- conditions which apply to any performance (size of audience, age range of audience, if in a school, length of performance, etc.)
- exact criteria on which success of performance (oral or written) is to be judged, and who will judge them (student, audience, assessor)

J. Assessor and Assessment Procedure — List each person or category of people qualified to assess the student's performance, with phone numbers for people mentioned by name. Where an oral report to the assessor is needed, indicate the length of the appointment which should be requested. Where a written report is to be submitted, indicate the mailing address or mail box to which it may be sent, ~~whether or not~~ how much time the student should allow before making inquiry about the report. Where a performance is to be assessed by a field supervisor, indicate how the assessor should report on the performance (phone call, written note, filling out a prepared and coded assessment form, etc.).

K. Estimated Time and Credit — Indicate the range of times in which it is estimated that the module could be completed, and the number of credit hours (or fractions of hours) which the student can earn for the module (applies only to M.A.T. competency block modules).

OPTIONAL PARTS

- Flow chart
- Enroute objectives
- Enroute assessments
- Remediation procedures

APPENDIX I

SAMPLE COMMUNICATIONS INSTRUMENTS

Team: _____

Informal Communications System: How does it affect me and others?

Organization_____

Individual Perception Inventory

Instructions:
1. Write your name on the top line, left side of paper and the names of your team members below yours.
2. In each box, horizontally, to the right of your name, enter a number between 1-10 which most accurately reflects how the informal communication system in this building affects you. The number 1 refers to the top adjective for the vertical columns and the number 10 refers to the bottom adjective.
3. For each of your team members do the same in teams of how <u>you</u> think they are affected or influenced on the same scales.

Name	1. Aware 10. Unaware	1. Cautious 10. Open	1. Excluded 10. Included	1. Uncomfortable 10. Comfortable	1. Victimized 10. Benefited	1. Not useful 10. Useful	1. 10.	1. 10.

Informal Communications System

Organization: _____

Reliability Inventory

1. Does the informal system discriminate well between information that should not be shared with others and information that is needed by others?

   Discriminates Well 1 2 3 4 5 6 7 8 9 10 Does not discriminat

2. Does the system check out or verify information before passing it along, or does it operate as a rumor mill or gossip line?

   Checks Out 1 2 3 4 5 6 7 8 9 10 Gossips

3. To what extent do I get information at the same time others receive the same information?

   Simultaneously 1 2 3 4 5 6 7 8 9 10 Belatedly

4. To what extent do I get the same message from different people about a common event?

   Same 1 2 3 4 5 6 7 8 9 10 Different

5. Which is my primary source of information and assistance--my team members or other sources in the building?

   Team Members 1 2 3 4 5 6 7 8 9 10 Other Sources

6. How reliable am I as a source of information?

   Reliable 1 2 3 4 5 6 7 8 9 10 Unreliable

7. How reliable am I as a source of assistance in meeting other's personal needs?

   Reliable 1 2 3 4 5 6 7 8 9 10 Unreliable

APPENDIX J

CONCEPT PAPER FOR A PROPOSED

COMMUNITY-BASED, CROSS-CULTURAL INSTITUTE

TO: Interested Members of the S.C.S.C. Administration, Faculty, and Staff; and Pueblo Personnel

FROM: S.C.S.C. Teacher Corps Staff

SUBJECT: Concept Paper for a Proposed Community-Based, Cross-cultural Institute

DATE: November 9, 1972

Purpose of This Paper

This is a proposal to interested people at S.C.S.C. and the Pueblo community. The paper proposes a concept, upon which we can build a proposal to appropriate agencies is we so desire. The Teacher Corps staff had brainstormed ideas and came with the concept. We would like your reactions before proceeding further.

Purpose of the Proposed Institute

We propose to create at S.C.S.C., an Institute uniquely designed and equipped to provide community-based, cross-cultural/communications training in several fields of social interaction. Let us define our terms:

Community-based - the training would make use of resource people, places, and programs in real situations in Southern Colorado; it would be field based, but would use the S.C.S.C. campus as a headquarters for coordination, expertise and college credit.

Cross-cultural - the training would enable participants to gain skills and understandings needed to work successfully with persons of cultures other than their own, limited to the cultures existing in Southeast Colorado (Anglo, Chicano, migrant, rural urban, youth, elderly, etc.): it would be based upon a concept of the dignity and respect of the individual culture as having unique and desirable contributions to make to American society.

Communications - the training would concentrate heavily on how to make use of all available forms of communcation (listening, speaking, reading, writing, TV, newspapers, sensitivity, research, libraries, computers, etc.)

Training - the Institute would do very little training with its own staff; rather it would seek out, and make arrangements for the use of appropriate resources so that existing educational programs could become dramatically more effective in the characteristics mentioned above; it would include programs in adult education, A.A.,B.A.,M.A. and advanced degree programs through consortiums with other institutions where necessary.

Fields of socials interaction might include the following:

- early childhood education
- training for educational assistants
- teacher education
- health
- recreation
- welfare
- college teaching
- mass-communications
- government
- regional planning
- economics
- business administration
- law
- sales training
- hotel and restaurant management
- many others

Needs for the Proposed Institute

1. To Influence the Character of Pueblo's Growth! Pueblo has maintained a helpful "small town" philosophy for many years; one in which different cultural groups know and understand each other. But we have abundant evidence that we are on the brink of the vigorous eastern slope growth trend which has already hit Colorado Springs hard. What if, after decades of stable population, we double our population in ten years? What can we preserve of the heritage and cultures of Southern Colorado? Can we continue to know and understand each other, or are we doomed to become just the southern end of the megalopolis? Whether or not we influence our destiny is our choice now; but our time is running out.

2. To Assist Pueblo and S.C.S.C. in Pulling Together Diverse Programs. Our college and the Pueblo community have many overlapping efforts which could benefit from working together. The problem in working together has not been a lack of desire; it has been a lack of communications technology. Our main media have been "meetings and memos." Coordination has been something you do on your own time, because your work time has been full. This is a characteristic of any growing, developing program. The institute proposes something dramatically different in communications technology (explained on the next few pages) which would force communication and coordination into work time and make it many times more efficient.

3. To Assist S.C.S.C. in Serving its Students. The federal and other funds available for this Institute (explained farther on in this paper), can be used to increase FTE and tuition payments to S.C.S.C. if we design the program as such. In response, S.C.S.C. can improve its service to the students and the region it serves.

4. To Assist Various Communities in Southern Colorado to Gain Manpower and Expertise Toward Their Own Development. By participation as locations for field-based training projects, various community groups (school, health agencies, businesses, planning offices, etc.) can gain manpower in the form of students in training, and expertise in the form of instant communication with college faculty, training resources, etc.

Features of the Proposed Institute

1. Adminstration. The Institute would be administered within the structure of S.C.S.C., but would have a partial policy-making board composed of representatives from all participating groups.

2. Staff. Staff positions would concentrate in the fields of cross-cultural understanding and communications technology. Expertise in specific fields of training (teacher education, mass communications, business administration etc.) would be drawn from the regular resources of S.C.S.C. and the Pueblo or Southern Colorado region.

3. Communications Technology. The "Federation of Rocky Mountain States Satellite Project" offers one source of communications technology which would be a key feature of the project. The Satellite Project is funded, and will launch a communications satellite to serve eight Rocky Mountain states beginning April, 1974. The project is looking for about 200 sites for input-output stations, several of which will be in our region. This project offe

not only a source of communications hardware, but also many sources of programming and expertise. We have already been in touch with this project, and they are looking to us a source of programming and expertise.

We may wish to go much further in developing communications technology. We envision classrooms in selected schools, meeting rooms in neighborhood community centers, certain locations in selected local government agencies, etc., equipped with two-way television transmission, teletype print-out facilities for printed matter, portable transceivers for contact with field personnel, and amplified telephone for group communication with anyone who has a phone. These facilities could be connected with each other, or with a headquarters at S.C.S.C. which would have similar facilities, and which would be connected with the satellite.

4. Funding. At this time it appears that our chances of obtaining federal funds from a variety of sources are high. We have a very favorable combination of resources and circumstances going for us (Channel 8, Teacher Corps, the M.A.T. program, community relationships, the Migrant Mobile Unit, relationships in Washington, D.C., etc.). We have the contacts and expertise to prepare the proposal. Among the possible funding sources are:

   - Federation of Rocky Mountain States Satellite Project
   - Ninth Cycle Teacher Corps
   - Higher Education Act
   - National Center for the Improvement of Educational Systems
   - National Institute of Education
   - Foundations (Ford, Carnegie, etc.)
   - Migrant Education Program

Please React To This Paper

The S.C.S.C. Teacher Corps staff is in a position to submit a proposal for the next project (beginning in the Spring of 1974). We have the largest Teacher Corps project in the nation now, and we are recognized as one of two exemplary programs receiving extra funds for program development in community-based programming and in communications.

However, we are not anxious to submit a proposal for another project which would be in isolation from other college and community programs. We want to find more bases to work together. We recognize that limitations on time and communications media have been a part of the problem, hence the emphasis in this proposal on drastically increasing the efficiency of communication.

Who is interested in the concept of this proposed Institute? We will distribute this paper widely on campus and off campus. Additional copies are available by calling the Teacher Corps office at S.C.S.C. (549-2750 or 549-2759), or dropping in there (L-507).

Please let us know your reactions. Address your memos to Dr. Roy McCanne, Teacher Corps Program Development Specialist. If you have no comments at this time but would like to be on a mailing list for further developments, leave your name and address with the secretary, Mrs. Lenora Donnelly.

Thank-you for your consideration.

SOUTHERN COLORADO STATE COLLEGE
PUEBLO, COLORADO 81001 PHONE 303-549-2306

OFFICE OF THE PRESIDENT

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November 18, 1972

Dr. Walter J. Mars
American Association of Colleges
for Teacher Education
One Dupont Circle
Washington, D.C. 20036

Dear Dr. Mars:

It is with pleasure that I forward a presentation on the Teacher Corps project at Southern Colorado State College. Accompanying this letter is a report and substantiating material which has been prepared by the staff of the project for your consideration.

Southern Colorado State College and our community are proud of this exceptional program and we hope you will find it worthy of consideration for the Distinguished Achievement Award of the Association.

Sincerely,

Harry P. Bowes

Harry P. Bowes
President

Enclosures

HPB/ew